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ABSTRACT

Course syllabi in world history from 10 American colleges and universities are presented. This publication is an effort of the World History Association to disseminate teaching materials on global and comparative history to the history profession. Information provided in the syllabi includes descriptions of course objectives and content, the required textbooks and other resource materials used, course schedules, course outlines, and student assignments. Courses described in this collection include: "Toward World Civilization," "Critical Issues of the 20th Century World," "Origins of the Modern World," and "Comparative History of Civilizations before 1500." (RM)

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A SAMPLER OF COURSE MATERIALS IN WORLD HISTORY

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SD 016 419

World History Association

1983

This collection of course syllabi from ten American colleges and universities is the first modest effort of the World History Association to disseminate teaching materials on global and comparative history to our profession. The Association continues to invite submission of course outlines, reading lists, study guides, and other materials used in courses (secondary, undergraduate, and graduate) having a world-historical or comparative orientation. In the coming years the Association hopes to serve as a national center for the distribution of teaching aids and ideas to the high school and college fields.

Ross E. Dunn
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BRONX COMMUNITY COLLEGE
of the City University of New York

HISTORY 10 SYLLABUS

History of the Modern World

REQUIRED TEXTS:

1. R. R. Palmer & Joel Colton, A History of the Modern World Since 1815, 5th edition, (Alfred A. Knopf).

2. Lankevich & Sokolsky, The World and the West (Avery Publishing Group Inc., Wayne, N.J.) 1981 revised.

The History of the Modern World is a one-semester course intended to survey the major aspects, in topical form, of the significant events that are part of our political, economic, social and cultural heritage and that have shaped the course of our world's history since 1850.

Additionally, there are special materials such as slide sound programs, tapes, etc. in the Learning Center which will be assigned to the student for supplementary use.

INTRODUCTION

A. Course Procedures and Materials

B. The Meaning of History

C. The Heritage of the French Revolution — Palmer*, pp. XI-XXXII (skim)

I. The Industrial Revolution

A. The Industrial Revolution in Great Britain — Palmer 419-425, Picture Essay 493-501, Reader #1 Toynbee**

Listen to and view in the Learning Center
Video tape VC 130, Man and the Industrial Revolution
FX 74.1-.2, Industrial Revolution

1. The Importance of Invention

B. The Effects of the Industrial Revolution — Palmer 425-427, 429, 451-461

1. Social Consequences of Industrialism
2. Laissez Faire and Classical Economics - Adam Smith, Ricardo, Malthus
3. Political Liberalism and Reforms

C. An Alternative to Capitalism — Palmer 430-432, 483-488

1. "Utopian" Socialism
2. Marxism — Reader #2 Marx, #3 Bernstein
   a. The Principles of Dialectical Materialism - Orthodox Marxism
   b. Revisionist Socialism

Listen to and view in the Learning Center
VC 317, The Year of the Communes
FX 98.1, .2, The Ideas of Karl Marx explains his conceptions on history, dialectics, and the origins of capitalism

II. Consolidation of the Modern States — Palmer 432-435. 502-506

A. Italian Unification — Palmer 506-511, Reader #9 Mazzini

1. Mazzini, Garibaldi, and Cavour

B. German Unification — Palmer 511-519

1. Bismarck and Realpolitik

C. Civil War in the United States — Palmer 528-533, Reader #10 Lincoln, #18 F.Douglass

1. The End of Slavery - XIII Amendment
2. Industrial Expansion

D. Japan Westernizes — Palmer 536-541, Reader #8 Eiichi

* Palmer & Colton, etc, (hereinafter referred to as Palmer)
**Lankevich & Sokolsky, The World and the West, (hereinafter referred to as Reader)

Listen to and view in the Learning Center
FX 130,2, The 1848 Revolutions - This audio-filmstrip clearly demonstrates why the second half of the 19th century is called "The Age of Nationalism." Be sure to note the effects of revolution on Italy, Germany, and Austria-Hungary.

FX 71.1,.2, Nineteenth Century Nationalism: traces the history of Nationalism in Europe

FX 812, The Unification of Italy

FX 70.1, .2, Filmstrip-Cassette, The Making of the German Nation: traces Germany's progress toward nationhood after 1818 and the events that led to the creation of the German Empire in 1871.

Video-tape #V 6.1 and.2, America: Episode 6: A Firebell in the Night: A dramatic presentation of the plight of slaves in mid-nineteenth century America.

Filmstrip-Cassette FX 192.1, .2, The Slavery Question

Filmstrip-Cassette 194.1, .2, Free at Last: part 1 - Civil War, part 2 - Reconstruction

Filmstrip-Cassettes - Japan: part 1. The Land, part 2.
FX 377,.1,.2,.3,.4, The History, part 3. The Culture. This is good background material and interesting as far as historical development is concerned.

FX 788, .1,.2,.3, Japan - The Emergence of a Modern Nation

E. Latin American Nationalism. See supplementary material distributed in class.

III. Western Civilization reaches its zenith

A. The impact of Modernization — Palmer 543-564; Reader #5 Carnegie, #6 Leo XIII

Listen to and view in the Learning Center
Charles Dickens, Oliver Twist, FX 202

B. France under the Third Republic — Palmer 564-568

C. Constitutional monarchy in Great Britain — Palmer 568-574; Reader #17 Mill

Listen to and View in the Learning Center
Fx 806, part 1 and 2, The Victorian Era

1. Two-party Parliamentary Democracy
2. The Decline of Classical Liberalism — Palmer 577-583, 596-598; Reader #3 Bernstein (review)

IV. Europe's Intellectual Revolution — Palmer 583-589

A. Darwinian Evolution — Reader #15 Darwin, #16 Summer

Listen to and view in the Learning Center
VC 13, Natural Selection: Explains the scientific process of natural selection via experiments which were conducted by biology departments of major universities

FX 226, The Ideas of Charles Darwin: Describes how Darwin arrived at his theory of evolution and the impact of his ideas on Victorian society

B. The New Physics

Listen to and view in the Learning Center
V 216, Einstein: A Visual and Audio Portrait

C. Philosophy and the Arts — Reader #20 Nietzsche, #21 Freud, #22 Adams

Listen to and view in the Learning Center
VC 109, Freud - The Hidden Nature of Man

D. The Rights of Women — Reader #19 Anthony, #57 Friedan and see supplementary material distributed in class

Listen to and view in the Learning Center
FX 286, .1-.4
Women's Work: America 1620-1920
1. *Her place is to guide the House*
2. *Against God and Nature*
3. *Like Hens that Crow*
4. *Mostly Mannish Women*

E 443 B55, The Black Woman

FX 493, .1,.2,.3 - Women at Work

HQ 1426 F4, Feminism: Its History and Purpose. Aileen Hernandez talks about the efforts to gain equality

FX 139, The American Woman: What Price Equality

V. Modernization Conquers the World

A. The Nature and Causes of Imperialism — Palmer 601-609
Reader #11 Kipling, #14 Lenin

Listen to and View in the Learning Center
Filmstrip-Cassette FX 36.1,.2,.3. Imperialism: Discusses motives of imperialism and examines histories of classical imperialism, the Spanish in Latin America, the British in India, and the 19th century scramble in Africa.

B. American Imperialism — Palmer 609-613
Reader #13 Roosevelt

1. Spanish American War
2. Roosevelt Corollary to the Monroe Doctrine

View and listen to in the Learning Center
FC 44, The Latin American Dilemma, the U.S. and Cuba begins with Cuban-American relations from the Spanish-American War to the present day

FX 740, Both Sides of the Panama Canal: Discusses the issues surrounding American involvement in Panama and the questions whether the U.S. has a right to keep control of the Canal

FX 805.1,.2, Nationalism: American Nationalism and its Manifestations in the 19th and 20th Centuries

FX 804.1,.2.3, The Emergence of the U.S. as a World Power

C. The Partition of Africa — Palmer 620-627

1. Competition for Territory
2. Exploitation of Native Peoples

Listen to and view in the Learning Center
Filmstrip-Cassettes: FX 26, parts 1 to 6, Africa: A Cultural Survey, Series on Basic Patterns of African Life

Video-Tape: FC 30, Africans All: (uses maps and animation to describe the African Continent)

D. British India — Palmer 629-632, Picture Essay 643-653; Reader #13 Dutt

1. British Economic and Cultural Dominance
2. Stirrings of Indian Nationalism

E. Imperialism in China — Palmer, 632-638

1. Western Powers force the "Opening of China"
2. Slicing the Chinese Melon: Annexation and Concessions

Listen to and View in the Learning Center
Filmstrip-Cassette FX 380 China, the Land and Its People
Part 1: Shows how the climate and resources have effected developments
Part 2: China, the early civilizations, early history, dynasties, religion, etc.
Part 3: China, East meets West: deals with cultural shock of the coming of the Westerners

Slide-Sound Program FY 23.1,.2: East Meets West: A contrast in values and culture

VI. The Great War - and After

A. Europe's Road to War — Palmer 654-665

Listen to and View in the Learning Center
Video-Tapes:
V 182, Europe is a Tinderbox (1910-1914)
V 194, Shall We Fight the Kaiser? (1916)
V 195, War Clouds Darken in the U.S. (1916)
V 196, President Wilson Asks for War (1917)

These are all very short Pathé Newsreels taken at the time; Remember that film-making was just invented around the turn of the century.

B. The Great War — Palmer 665-677 passim

Listen to and View in the Learning Center
Video-Tapes
V 328 .1, .2, The Great War: A Dramatization
V 183, The European War (1914-1915): newsreel
V 184, The European War (1916-1917): newsreel

C. Economic/Social Impact of World War I — Palmer 677-681

D. The Peace of Paris — Palmer 681-689; Reader #23 Wilson, #24 Keynes

Listen to and View in the Learning Center
Filmstrip-Cassettes
FC 71, V 74 or FC 74, The Versailles Peace and Its Consequence
FX 136, A World Without War?

E. The Mandates and the Principle of Self-Determination — Reader #25 Balfour Declaration, The Zionist Statement, #27 First Pan-African Conference

VII. Results of Global Conflict

A. Revolution in Russia — Palmer 690-692, 704-711

Listen to and View in the Learning Center
Filmstrip-Cassettes:
FX 97.1 and .2, The Russian Revolution, discusses the historical background to the revolution, the social and political structure and the problems and beginning of Marxist influences evidenced in the formation of revolutionary groups and parties

FX 789.1 and .2, The Rise of Communism

FC 73, Intervention in Siberia: the U.S., the Allies, and the Russian Civil War, 1918-1920

Video-Tapes V-176, The Russian Peasant - Today!
V-177, The Russian Consumer - Today!

1. Totalitarianism of the Left
2. Stalin's Russia — Palmer 712-730; Reader #31 Nature of the Communist Party

B. A Changed Europe — Palmer 735-746

C. The Revolt of Asia — Palmer 750-757; Reader #28 Sun Yat-sen, #30 Nehru

1. Japanese Agression — Reader #34 Tanaka
2. Imperial Decline — Palmer 769-772; Reader #29 Statute of Westminster

D. The Great Depression — Palmer 757-768

Listen to and View in the Learning Center
Video-tapes:
V 175, F.D.R.'s First Term (March 1934)
V 75, Roosevelt and His Critics: The Election of 1936
V 173, C.C.C.
V 174, N.R.A.
Filmstrip-Cassette FC 55, F.D.R. and Historical Crisis

1. The New Deal in America

VIII. World War II

A. Totalitarianism of the Right

1. Italian Fascism — Palmer 776-781; Reader #32 Mussolini

Listen to and View in the Learning Center
Filmstrip-Cassette:
V 80, The Course of Our Times: Mussolini's Italy
Filmstrip-Cassette:
FX 73.1, .2, Fascist Dictatorships: discusses Italy Under Mussolini

2. Nazi Germany — Palmer 781-790; Reader #33 Nazism

Listen to and View in the Learning Center
(select at least four)
Video-tapes
V 185, Hitler Takes Over (1934)
V 186, Nazi Youth on the March (1935-1936)
V 187, The Nazi March Into the Rhineland (1936)
(The above are all newsreels and very interesting)
VC 22.1, .2, The Twisted Cross, begins with defeated Germany after World War I, the hunger and misery and hopelessness of the people. (excellent)

Filmstrip-Cassettes:
FX 70.3, The Making of the German Nation, 1918-1933, The Rise of Hitler
FX 70.4, The Making of the German Nation, 1933-1945, Hitler prepares for war.
V 206, The Concentration Camps
V 207, Germany Surrenders
V 208, Hitler Gang Stands Trial

B. The Path to a Second War — Palmer 791-800

C. Military Operations — Palmer 800-819 passim; Reader #37 Four Freedoms, #37 Atlantic Charter

Listen to and View in the Learning Center
(select at least four)
Video-tapes:
V 201, Munich Pact (September 1938)
V 202, International War Tensions (1939)
V 203, Poland Surrenders (1939)
V 179, Japan Attacks Pearl Harbor (1941)
V 180, F.D.R. Asks Congress for War
V 181, Japs Take Corregidor

V 197, Germans Stopped at Stalingrad (1942)
V 167, Allies Land in North Africa (1942)
V 168, Battle of Sicily (1943)
V 169, Death of Mussolini (1944)
V 193, D Day (1944)
V 199, Yanks Liberate Paris (1944)

(The above are all newsreels of events as they happened. They are 3-5 minutes in length.)

Filmstrip-Cassette FX 133.1 and .2, The Causes of World War II

1. The Holocaust
2. The Atomic Bomb

D. Foundations of World Peace — Palmer 819-826

1. Organizing the United Nations — Reader #40 Declaration of Human Rights

IX. Great Power Rivalries

A. Origins of the Cold War — Palmer 840-849; Reader #38 Churchill, #39 Truman Doctrine

Listen to and View in the Learning Center
Video-tapes:
V 79, Truman and the Policy of Containment: The Cold War Flares, The Korean War, the Korean War From the Truman-MacArthur Dispute to the Armistice (1951-1953)
V 192, Reds Take Czechoslovakia (1948)
V 193, Atlantic Pact

Filmstrip-Cassettes:
FC 64, Truman's Post-war Legacy
FC 41.1 and .2, Truman and the Policy of Containment
FX 804.3, Emergence of the U.S. as a World Power (Part 3)

B. The Communist Empire — Palmer 849-857; Reader #42 Djilas, #43 Krushchev, #44 Kennedy

1. The Missile Crisis and Détente

C. Chinese Communism — Palmer 858-865; Reader #41 Mao, #45 Nixon

Listen to and View in the Learning Center
FX 1064, Inside the New China
V 188, Communism Comes to China: Actual newsreels of revolution in China in 1949
FX 380.4, China Since 1949: Recreates the Communist takeover, the problems with Taiwan, and explores present-day aspects of life.
FS 19, China Under Communism: Background on the origins of Communism in China

1. The Sino-Soviet Split

X. Empire into Nations - The Third World — Palmer 865-883

A. India and Pakistan

Listen to and View in the Learning Center
FX 37.1, .2, Twentieth Century Nationalism: Explains in detail cases of India and Vietnam as examples of struggles for national independence
FX 805 .1, .2, Nationalism

Video-tape V 190, Gandhi, Assassinated (1948)

B. The Middle East — Reader #25 Balfour Declaration (Review)

C. African Nationalism — Reader #47 Lumba & Ojukwa

Listen to and View in the Learning Center
FX 122: South Africa: The Issue of White Supremacy
FX 821: Tribalism and Nationalism in Black Africa

D. Latin America - Peron to Castro — Reader #26 Mexican Constitution, #46 Peron

Listen to and View in the Learning Center
FX 98 and 99: Madera and Mexico: The Victory of the Constitutionalists
FX 823.1, .2: Puerto Rico: Tradition, Problems, and Prospects
FX 239, Cuba Balance Sheet of a Revolution: Depicts Fidel Castro's gradual takeover in Cuba (starting in 1953-Civil War) and his drift toward the U.S.S.R.

E. Prospects for the Third World — Reader #51 Barbara Ward

XI. The Shape of the Modern World

A. The United States since 1945 — Palmer 884-888; Reader #50 Eisenhower, #52 Johnson, #56 Brown vs. Bd. of Education

1. The Civil Rights Revolution

B. Europe in Decline — Palmer 888-903

C. Crisis and Coexistence — Palmer 917-929

Listen to and View in the Learning Center
FC 49, Summit Diplomacy: Eisenhower and the Russians (also V 68)
FC 42.1 & .2, The Korean War
FX 95, Capitalism and Communism: Détente or Confrontation

1. Korea, Vietnam, Afghanistan

XII. Intellectual and Social Change

A. The Challenge of Science — Palmer 904-907; Reader #48 Bush, #49 Schubert

B. Philosophy and Religion — Palmer 910-914; Reader #59 Pope John Paul II

C. The New Woman — Palmer 914-916; Reader #57 Friedan (Review)

D. Challenges and Dilemmas — Palmer 929-943

1. Economic Issues
2. Population and Pollution — Reader #54 Commoner, #55 Eyre
3. The Arms Race and Peace — Reader #60 Carter, 61 McNamara, 62 Jenkins & Kennedy, 63 Carter

University of Chicago

HISTORY 141 — Autumn 1982 — Instructor: Wm. H. McNeill, 962-8399, SS 513

World History — Harper 130 — Assistant: James Grubb, 324-4961

2:30 M.W.F.

PROCEDURE

On Mondays the instructor will lecture, centering his remarks around slides. On Wednesdays he will attempt an explication of texts assigned for reading each week. On Fridays, you are invited to raise questions about any aspect of the week's work, with special attention to anything unclear in the assigned chapter of the textbook.

REQUIREMENTS

1. Students will write a short essay (not more than two pages) based on the primary readings assigned each week, except the last. Papers will be due at the beginning of the class hour on Mondays. Late papers NOT accepted.

   Note: Questions to be addressed each week are listed in the schedule. The effort is to make each of you a real historian in the sense that you will be asked to answer a question on the basis of primary source material, i.e., the assigned readings. This means that taking others' ideas from the introductions, the textbook, and other secondary authorities is not appropriate. Your intelligence, grappling with the data provided by the week's reading, is what ought to be at work. Additional background reading is, of course, permissible; but in general you are expected to work from what has been assigned.

   A satisfactory performance is one that connects your conclusion with the texts you have read directly and unambiguously. Judicious quotes, with page references, is a good way to do this. Page and line references without quotes often suffice. But some form of reference to the sources is vital for the instructor to be able to appraise your skill as an historian.

2. Students will be required to take two quizzes, administered in class on October 22 and December 3. Time: 30 minutes each. These quizzes are factual: will take the form of a list of names and technical terms mentioned in the textbook which you will be asked to identify. Brevity, accuracy, and the number of items answered will determine the score. Precise locations in space and time are particularly important for maximum scores. Part of the quiz will be geographical, asking you to locate cities and natural features on a map.

3. A final exam will be based on slides, which you will treat as historical source material in brief essays.

GRADES will be assigned on the basis of your six best essay grades (50%); the two quizzes (25%); and the final exam (25%). This means that two of the essays will not count. BUT essays will NOT be accepted late. If you fail to get your essay handed in when it is due, skip it, and start the next week with a clean slate. Missing more than two essays will mean commuting an F into your grade for those weeks you miss, unless sickness or some other special emergency requires you to interrupt your schoolwork. In such a case, special arrangements with the instructor must be made.

SCHEDULE

Oct. 1 Slide lecture: Human Origins and the Neolithic Revolution.
Reading: World History, Ch. I

Oct. 4-8 Rise of Civilization in Mesopotamia and Egypt.
Readings: World History, Ch. II
Oxford Readings in World History I
Enuma Elish, pp. 5-28;
Theology of Memphis, pp. 29-34;
Gilgamesh, pp. 82-152;
Si-nuhe, pp. 176-87.

Essay topic: Can you see any connection between the religious ideas of Mesopotamia and Egypt and the political systems of the two lands, as sampled in our readings? Due date: Oct. 11

Oct. 11-15 Rise of Empire in the Ancient Near East.
Readings: World History, Ch. III.
Oxford Readings in World History I
Sargon, pp. 52-56.
Oxford Readings in World History II
Hattusilis, pp. 31-42;
Biblical extracts, pp. 57-96;
Darius, pp. 117-134.

Essay topic: All the rulers in our readings were usurpers. How did they justify their power? Do you notice any development across the centuries? Due: Oct. 18

Oct. 18-22 Rise of Monotheism in the Ancient Near East
Readings: Oxford Readings in World History II
Hymn to Aton, pp. 215-20;
Tutankhamen, pp. 221-25;
Biblical extracts, pp. 230-39;
Gathas, pp. 245-61.

Essay topic: Are any of these texts clearly and unambiguously monotheistic? How do they depart from the older polytheism of Sumer as shown by Enuma Elish? Due: Oct. 25

Oct. 22 --- First Quiz in Class, on Chapters I-III of World History.

Detailed weekly assignments for the balance of the quarter will be distributed as soon as possible. Topics, week-by-week, will be as follows:

Oct. 25-29	Definition of Indian Civilization
Nov. 1-5	Definition of Greek Civilization
Nov. 8-12	Definition of Chinese Civilization
Nov. 15-19	Flowering of Hellenism to 300 B.C.
Nov. 22-25	Expansion of Hellenism, east and west, to 200 A.D.
Nov. 29 - Dec. 3	Developments in the rest of the world to 200 A.D.

Second quiz in class, Dec. 3. Based on World History, Chs. 4-7.

Dec. 6-10 Final exam to be arranged.

Continuation - HISTORY 141, FALL 1982

Oct 25-29 Definition of Indian Civilization

Readings: World History, Ch 4
Readings in World History IV
Arthashastra, pp. 19-36
Edicts of Ashoka, pp. 103-12
Vedic hymns, pp. 181-86
Upanishads, pp. 188-96
Buddhist stories, pp. 221-241

Essay question: What changes in Indian religious idea do our texts indicate? Due Nov. 1

Nov 1-5 Definition of Greek Civilization

Readings: World History, Ch 5
Readings in World History, III
Tyrtaeus, pp. 4-7
Anaxagoras, pp 14-18
Aeschylus, pp 21-37
Herodotus, pp. 38-44

Essay question: How did Greek ideals differ from those of the Middle East according to our readings? Due Nov. 8

Nov 8-12 Definition of Chinese Civilization

Readings: World History, Ch 6
Readings in World History V
Numerous Regions, pp. 115-19
Poems, pp. 244-63
Confucius, pp. 7-20, 55-58, 172-74
Ssu-ma Chi'en, pp. 142-52

Essay question: What does Confucius share with the other three readings? Due Nov. 15

Nov 15-19 Flowering of Hellenism

Readings: World History, Ch 8
Readings in World History III
Thucydides, pp. 46-68
Plato, pp. 72-100

Essay question: How do our two authors regard the Anthenian polis?

Nov 22-25 Impace of Hellenism, east and west

Readings: World History, Ch 9
Readings in World History III
Rosetta decree, pp. 104-13
Philo Judaeus, pp. 130-40
Extracts from the New Testament, pp. 164-75
Juvenal, pp. 269-72
Marcus Aurelius, pp. 273-81

Essay question: Compare Jewish to Roman interaction with Greek culture as reflected in our readings. Due Nov 29

Nov 29-Dec 3 Developments in the rest of the world to 200 A.D.

Readings: World History, Chas 7, 10
Second quiz in class DEC 3 based on World History Chs 4-10

Final exam To be arranged

University of Chicago

History 142: World History 200-1750

W.H. McNeill, Instructor
Office - SS-513
Wednesday 3:30-5:00
James Grubb, Assistant

Format of the course will be the same as last quarter. Weekly 2 page essays due each Monday; two quizzes as listed on the schedule; final exam based on slides.

Late papers will not be accepted. Grades will be assigned on the basis of your six best essays (50%); two quizzes (25%) and the final (25%).

Papers should answer the question on the basis of the assigned readings. Say only what the sources allow you to infer. The idea is to make you try to be real historians: answering a question from authentic source materials.

Books to Buy

W. H. McNeill, A World History
W. H. McNeill, Readings in World History, vols. 3, 4, 5,8 & 10
Note: Vols 6 and 9 of Readings in World History are out of prints. Xerox selections from them will be available at the Seminary Bookstore, 58th and University for sale. These are marked with * in the assignments below. In addition, a few copies of the original books are on reserve in Harper but not enough to allow everyone to have easy access to the readings in the week when the essay is due, alas.

Jan 3-7 Flowering of Indian Civilization
Readings: World History, Ch 11
Readings in World History Vol 4
Shakuntala pp. 72-81
Laws of Manu pp. 139-74
Bhagavad Gita pp. 88-100, 202-162

Essay question: What do our readings tell us about caste in India?

Jan 10-14 Expansion of Indian civilization
Readings: A World History, Ch. 12
Readings in World History Vol 3
Plotinos, pp. 197-204
Augustine, pp. 284-300
Readings in World History Vol 5
Mo Tzu, pp. 218-30
Liu I-min and Sung Chao, pp. 232-33
Xerox: Chronicles of Japan, extract

Essay question: Compare Far Eastern reaction to Indian ideas with the outlook of Plotinos and Augustine.

Jan 17-21 Rise of Islam to 1000
Readings: A World History, Ch 13
Koran, suras 3, 4, 6, 19, 24, 65, 73, 75, 76, 81, 82, 84
Readings in World History Vol 6
*Ibn Ishaq, pp. 16-22
*Al Tabari, pp. 75-81
*Shafi'i, pp. 136-42

Essay question: What was the relation of Islam to Christianity and Judaism according to these readings?

Jan 24-28 Far East-Far West to 1000

Readings: A World History, Ch 14

Readings in World History, Vol 7

Decrees, pp. 5-13

Wang An shih, pp. 36-45

Prince Shotoku, pp. 208-12

Taika reforms, pp. 214-18

Readings in World History, Vol 8

Beowulf, pp. 5-18

Rule of Benedict, pp. 22-33

Essay question: Compare Chinese, Japanese and west European ideals of government as expressed in the readings.

Jan 31-Feb 4 Turks and Mongols: Cross Cultural Contacts 1000-1500

Readings: A World History, Ch 15

Readings in World History, Vol 6

*Ibn Al-Athar and Juvaini, pp. 248-62

*Rumi, pp. 241-43

Readings in World History, Vol 7

Firuz shah, pp. 147-60

Shankara, Kabir, Nanak, pp. 173-83

Readings in World History, Vol 8

William of Rubrick, pp. 270-81

Essay question: Compare Moslem-Christian reactions to the Mongols with Moslem reactions to Hindus as attested in our readings.

Feb 7-11 Far East-Far West, 1000-1500

Readings: A World History, Chs. 16, 17

Readings in World History, Vol 7

Shinto texts, pp. 243-254

Buddhist texts, pp. 256-71

Readings in World History, Vol 8

Christian texts, pp. 247-50

Essay question: Compare religious ideas and observances in medieval Europe and Japan.

First Quiz: In Class: Friday, Feb 11 on A World History, Chs 11-17 + geography.

Feb 14-18 Europe's Self Transformation I: Renaissance and Reformation

Readings: A World History, Chs. 18, 19, 20

Readings in World History, Vol 10

Machiavelli, pp. 15-26

Luther, pp. 27-39

Loyola, pp. 45-52

Essay question: Compare Machiavelli's outlook with that of our other authors.

Feb 21-26 Asian and African Responses down to 1700

Readings: A World History, Chs 21, 22

Readings in World History, Vol 9

*Afonso, pp. 44-53

*Xavier, pp. 4-28

*Bungo, pp. 29-30

Readings in World History, Vol, 10

Berna Diaz. pp. 60-86

Essay question: What assisted and what hindered European missionary efforts according to our readings?

Feb 28-Mar 4 Europe's Self Transformation, II: The Old Regime

Readings: A World History, Chs. 23, 24
Readings in World History, Vol 10
Galileo pp. 88-98
Descartes, pp. 99-114
Bossuet, pp. 118-26
Locke, pp. 127-37

Essay question: How do Christian faith and human reason get along with one another in our readings?

Mar 7-11 Asian and African Responses to 1850

Readings: A World History, Ch 25
Readings in World History, Vol 9
*Equiano, pp. 75-89
*Sugita Gempaku, pp. 137-40
*Ram Mohun Roy, pp. 91-110
*Liu, pp. 111-118

Essay question: How do you account for these diverse responses to Europeans and their ideas?

Q in class March 11, A World History, Chs 18-25 plus geography

Mar 14-18 FINAL EXAM: To be arranged

University of Chicago

HISTORY 143 W. H. McNeill, Instructor
Spring 1980

CLASS SCHEDULE

Procedure:
As before, on Mondays the instructor will lecture on the basis of slides; on Wednesdays he will use the texts assigned for the week as the basis for his remarks; and on Fridays you will ask questions about matters touched on in the readings, the lectures, and the assigned portion of the textbook.

Requirements:

1. A grade on five weekly essays (2 pp. maximum please).

2. A paper of 8-10 pages in length dealing with a topic that affects at least two of the world's civilizations in the period after 1789. This is due on May 30.

3. Two quizzes based on the textbook, on May 9, June 6.

4. A final examination based on slides, week of June 9-13.

Course grade will be assigned on the basis of an average of your grades in each of these exercises, 25% weight given to each of the four.

* * * * * *

The longer paper will allow you to try your hand at larger-scale historical writing than hitherto in this course. You are free to choose any topic that attracts you, and may read beyond the assigned course readings if you have time and wish to do so. On the other hand, papers may be written on the basis of the assigned readings only. Possible topics include:

a. Comparison of Japanese and Chinese reactions to western civilization since 1839, as illustrated in our readings.

b. Comparison of Hindu and Islamic reactions to western civilization since 1789, as illustrated in our readings.

c. Industrialism and democracy in Europe and their impact on some other civilization, as illustrated in our readings.

d. Military organization of two rival civilizations since 1789. (Not illustrated in our readings, so requiring outside work.)

e. The frontier in European and American history. (Not illustrated in our readings and requiring outside work.)

These are merely illustrative suggestions; if in doubt about what to write on, consult your instructor, who will have recommendations about what you can best do.

Clarity, conciseness and accurate citation of your sources are the qualities on which the papers will be judged--short and long. Awareness of time and place and of the possibility that things change both in time and space will be especially appreciated.

* * * * * *

Books Required:

McNeill, A World History. (As before, those who prefer may read The Rise of the West instead.)

Oxford Readings in World History, vols. VI, IX, and X. A limited number of these texts are on reserve in Harper.

SCHEDULE:

Week of
31 Mar.- 4 Apr. Islam in Opposition to Expanding Europe

World History, Ch. 21
Readings in World History, VI
Kritovoulos, pp. 312-36
Selim and Ismail, pp. 338-44
Portraits of Three Monarchs, pp. 344-91

Question: How do you account for Islam's continued expansion? Essay due 7 April.

Week of
7-11 April

Europe's Self Transformation I:
Renaissance and Reformation

World History, Chs. 19,20
Readings in World History, X
Vasari, pp. 3-14
Machiavelli, pp. 15-26
Luther, pp. 27-39
Loyola, pp. 43-52
Harrison, pp. 53-58

Question: Compare Europe's Renaissance and Reformation, as sampled here, with changes in the world of Islam, as studied last week. Essay due 14 April.

Week of
14-18 April

European Oceanic Discoveries

World History, Ch. 18
Readings in World History, X
Bernal Diaz, pp. 82-86
Readings in World History, IX
Xavier, pp. 4-28

Question: Compare the Europeans' reactions to their encounter with Mexicans, Indians, and Japanese as recorded in these readings. Essay due 21 April.

Week of
21-25 April

Asian and African Responses to 1700

World History, Ch. 22
Readings in World History, IX
Bungo, pp. 29-30
Hsu Kwang-ch'i, pp. 31-42
Alfonso I, pp. 44-71

Question: Compare the three reactions to encounter with Europeans recorded in our readings. How do the three authors reflect their respective societies' circumstances? Essay due 28 April.

Week of
28 Apr.- 2 May

Europe's Self Transformation II:
Old Regime

World History, Chs. 23, 24.
Readings in World History, X
Galileo, pp. 87-93
Descartes, pp. 98-114
Bossuet, pp. 117-26
Voltaire, pp. 139-42

Question: Compare the outlook of our four authors of this week with the ideas of those read in the week of April 7-11. Essay due 5 May.

Week of
5-9 May

Asian and African Responses to 1850

World History, Ch. 25
Readings in World History, IX
Aquiano, pp. 75-89
Ram Mohun Roy, pp. 91-110
Lin, pp. 111-18
Sugita Gempaku, pp. 137-40

First Quiz, on Chapters 18-25, in class May 9, 30 minutes.

Week of
12-16 May

Europe's Self Transformation III:
Industrial and Democratic Revolutions to 1914

World History, Ch. 26.
Readings in World History, X
Locke, pp. 127-37
Declaration of Rights, pp. 166-69
Robespierre, pp. 170-74
Owen, pp. 178-90
Marx and Engels, pp. 191-[illegible]5
Bismarck, pp. 217-25

TITLE of your longer paper due May 12. In case of doubt -- CONSULT!

Week of
19-23 May

Asian and African Responses to 1914

World History, Chs. 27, 28
Readings in World History IX
Kume Kunitake, pp. 141-43
Iwasaka Yataro, pp. 144-46
Fukuzawa Yukichi, pp. 149-66
Vivekananda, pp. 170-83
Hu Shih, pp. 185-93
Readings in World History VI
The Mahdi, pp. 463-68

OUTLINE of your paper due May 19. Not more than a page.

Week of
26-30 May

Europe's Self Transformation IV:
World Wars I and II

World History, Ch. 29
Readings in World History, X
Owen, pp. 229-33
Bolshevik Peace Proclamation, pp. 235-39
Wilson, pp. 241-47
Mussolini, pp. 249-62
Hitler, pp. 263-79
Roosevelt, pp. 280-85

FINISHED PAPER DUE, 8-10 pages MAY 30.

Week of
2 - 6 June

Asian and African Responses

World History, Ch. 30
Readings in World History, IX
Nehru, pp. 222-31
Mao Tse-tung, pp. 240-51
Senghor, pp. 265-85
Readings in World History, VI
Afghani, pp. 423-31

Second Quiz, 6 June, on Chapters 26-30

FINAL EXAM: To be Arranged, Week of June 9-13.

State University of New York College at Cortland

WORLD HISTORY I
(Hist 120-01)

Donald Wright
Office: 116A Old Main
Telephone: 753-2723
Office Hours: MWF 2:00-3:45
and by appointment

Fall 1980

Overview and Purpose of Course: This is an introductory course designed to provide you with an overview of the history of humankind as a whole, with a focus upon the major civilizations of the world and the relationships among these civilizations. The first half of a two-semester sequence, World History I begins with the origins of human life and examines the broad outline of human history through the middle of the seventeenth century, when the Western world was well on its way to a position of prominence among the major world civilizations.

If you complete this course successfully, you will have an informed acquaintance with the way human beings lived in the past in other countries, culture areas, or civilizations, and you will have such acquaintance with the major benchmarks--cultural, religious, and intellectual movements, people and events--of the world's major civilizations of all ages. We believe every educated person should have these basic forms of knowledge. We don't expect you to leave this course with the ability to quote Confucius, Muhammad, and Martin Luther, nor the ability to recite the conquests of Caesar, the pillages of Attila, or the philosophy of Mao; but we do expect you to complete World History with a basic acquaintance with each of these individuals and the culture and times in which each lived.

Finally, if you complete this course successfully, you will have what we believe to be the extremely valuable perspective of time. You will be able to place such known frames of reference as bicentennial America, the World Wars, the rise of Western civilization among world civilizations, the emergence of Christianity, or the glories of King "Tut" into the larger time-perspective of human history. And even more important, you will be able to place your own lifespan within the greater scheme of human development and thereby help establish your own identity in this increasingly complex world.

Textbooks: The main textbook for this course is William H. McNeill, A World History (3rd ed., 1979). You will have regular reading assignments from this book, as indicated in the course outline at the end of this syllabus, and you should have them read by the time class meets on the indicated day. You should buy a copy of this book, as well as one of D.T. Niane, Sundiata: An Epic of Old Mali, a small book that you will have to read before Thanksgiving Vacation. You should buy copies of both of these books as early as you can. The bookstore returns unsold books around mid-semester, sometimes earlier, and I cannot be responsible for your not having a book.

Other Readings: All readings listed in the course outline besides those in McNeill and Niane are on reserve in the Memorial Library. There are about half a dozen fairly short reading assignments outside the two books you are to purchase. There are also books on the outline preceded by an asterisk (*). These are handsomely illustrated books, mostly from the Time-Life series, "The Great Ages of Man." You will be required to take just a few minutes to look through the illustrations and photos in these books. Seeing these illustrations will be of great help to you in remembering names and places discussed in the textbook or mentioned in lectures.

Evaluations: I will use the following formula to evaluate your performance in the course and to give you a final grade:

Map Quiz	10%
Paper	20%
Two Hour Exams	40%
Final Exam	30%
	100%

Map Quiz. On sale in the College Store are blank copies of a Denoyer-Geppert outline map of the world. You must bring a blank copy of this map to class on Sept. 22 to take your map quiz. The map quiz will be over items from a list handed out in class. You will probably want to buy additional copies of the blank map to practice on. They are inexpensive.

Paper. I shall hand out specific guidelines for this assignment in class.

Exams. All exams will consist of a combination of objective items and essays. I shall tell you more about the exams as their dates approach. Hour exams will be given on October 8 and November 5. The final exam will be during the announced period of finals week.

General Policies:

Attendance: I expect students to attend class regularly. Those who do not, without providing satisfactory written excuses for their excessive absences, will not get the advantages of study guides for examinations.

Makeup Examinations: Anyone requesting a makeup exam must bring me a written explanation from a competent authority explaining why the makeup is necessary.

Incompletes: I give grades of Incomplete only in extreme circumstances. As with makeup exams, I will require a written explanation of the circumstances necessitating your asking for additional time to complete the semester's work.

Extra Credit: I do not think it is fair to all students to allow a few to do extra work for extra credit. Good work from the beginning makes requests for extra credit unnecessary.

Course Outline and Reading Assignments: The following is a basic outline for the course that contains daily assignments. Unless there are changes of dates, I will not mention what is coming or warn you of assignments that are due for certain days. You should keep this outline with your class notes and use it to know what I expect you to do on what days.

Class date — Topic

UNIT I: EMERGENCE AND DEFINITION OF MAJOR OLD WORLD CIVILIZATIONS TO 500 B.C.

Sept. 3 — Introduction: Scope of Course; discussion of Requirements

Sept. 5 — Beginnings of Human Life and the Neolithic Revolution
McNeill, Chapter 1
*F.C. Howell, Early Man
*B. Davidson, African Kingdoms, pp. 33-57
*F.W. Went, The Plants, Chapter 8

Sept. 8: — The Earliest Civilizations of the "Fertile Crescent"
McNeill, pp. 22-27

Sept. 10: — The Earliest Civilizations: Ancient Egypt and Others
McNeill, pp. 27-46.
*L. Casson, Ancient Egypt

Sept. 15: — Rise of a Cosmopolitan Middle East, 3500-500 B.C.
McNeill, Chapter 3

Sept. 17: — The Earliest Civilizations: India and China
McNeill, Chapters 4 and 6

Sept. 19: — Origins of Civilization in Greece
McNeill, Chapter 5
*C.M. Bowra, Classical Greece

Sept. 22: — Changes in the Rest of the World
McNeill, Chapter 7
MAP QUIZ

Sept. 24: — Continuity Lecture/Discussion

UNIT II: EQUILIBRIUM AMONG CIVILIZATIONS, 500 B.C. - A.D. 1500

Sept. 26: — Expansion of Hellenism, 500-146 B.C.
McNeill, Chapter 8

Sept. 29: — Greek Culture

Oct. 1: — Rome's Origins and the Empire to A.D. 100
McNeill, Chapter 9
*M. Hadas, Imperial Rome

Oct. 3: Roman Culture and the Decline of Rome

Oct. 6: Exam Review

Oct. 8: FIRST HOUR EXAMINATION

Oct. 10: The Interrelated Eurasian World
McNeill, Chapters 10 and 11
*Eurasia

Oct. 13: Middle East Resurgence: Christianity to A.D. 1000
Brinton reading on Christianity

Oct. 15: Barbarian Onslaught and Civilized Response, A.D. 200-600
McNeill, Chapter 12
*Barbarian Europe
*Sherrard, Byzantium

Oct. 17: Middle East Resurgence: Islam to A.D. 1000
McNeill, Chapter 13
*D. Steward, Early Islam

Oct. 20: China and India, A.D. 500-1000
McNeill, pp. 221-229, 269-272
*E. Schafer, Ancient China

Oct. 22: Europe, A.D. 500-1000
McNeill, pp. 229-238
E. Power, "The Peasant Bodo," in Medieval People

Oct. 24: Continuity Lecture/Discussion

Oct. 27: Steppe Conquerors and Civilized Response
McNeill, Chapter 15

Oct. 29: Europe in the High Middle Ages and After, 1000-1500
McNeill, pp. 256-269
E. Power, "Marco Polo" in Medieval Cities
H. Pirenne, Medieval Cities, Chapter 3

Oct. 31: The Beginnings of a Renaissance, 1300-1500

Nov. 3: On the Fringes: Southeast Asia, Africa South of the Sahara, the Americas
McNeill, Chapter 17
*B. Davidson, African Kingdoms, pp. 59-100, 175-183
*J.N. Leonard, Ancient America

Nov. 5: Exam Review

Nov. 7: SECOND HOUR EXAMINATION

UNIT III: THE DOMINANCE OF THE WEST, 1500-1900

Nov. 10: The Power and Technology of Europe in the Fifteenth Century
McNeill, Chapter 18

Nov. 12: The Age of Reconnaissance
A.W. Crosby, "Conquistador y pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," Hispanic American Historical Review, XLVII (August, 1967), pp. 321-337.

Nov. 14: Europe's Self-Transformation: The Rise of the National State--England & France
McNeill, Chapter 19

Nov. 17: Europe's Self-Transformation: The Triumph of Particularism in Germany & Italy

Nov. 19: Economic Impact of Europe on the World
P. Curtin, "The Slave Trade and the Atlantic Basin," in N. Huggins, M. Kilson, and D. Fox, eds., Key Issues in the Afro-American Past, pp. 74-93.

Nov. 21: The Renaissance at its Height
*J.R. Hale, The Renaissance

Nov. 24: The Art and Music of the Renaissance

Nov. 26: Non-Western Culture at the Time of the Renaissance
D.T. Niane, Sundiata: An Epic of Old Mali

Dec. 1: The Reformation in Europe
*E. Simon, The Reformation

Dec. 3: The Subsequent Counter-Reformation in Europe

Dec. 5: Europe in 1648

Dec. 8: The Outliers: Russia and the Americas, 1500-1648
McNeill, Chapter 20

Dec. 10: The World in 1648

Dec. 12: Exam Review

Dec. 15-19: FINAL EXAMINATION

State University of New York College at Cortland

WORLD HISTORY II

History 121 Spring 1981
Donald Wright
Office: 116A Old Main
Office Hours: MWF 2:00-3:45 and by appointment

Overview and Purpose of the Course. This is an introductory course designed to provide students with an overview of the history of peoples of the world. The primary focus of the course will be on the major world civilizations and the relationship among these civilizations. Being the second half of a two-semester sequence, World History II begins (following sufficient background material for those who did not take World History I) in the seventeenth century, with some minor variation in early lectures, and examines the broad outline of human history to as close to the present as possible. If you complete this course successfully, you will have an informed acquaintance with the way human beings lived in the past in other countries, culture areas, and civilizations, and you will have such acquaintance with the major benchmarks—political, cultural, religious, and intellectual movements, people, and events—of the world's major civilizations of the recent past. I believe every educated person should have these fundamental forms of knowledge. (After all, I don't think educated people are necessarily those who can quote Shakespeare, hum Beethoven, and recite the conquests of Napoleon and the philosophy of Mao; but educated people are those who have a basic acquaintance with such individuals and with the cultures and times in which each lived.) Also, if you complete this course successfully, you will have what I believe to be the extremely valuable perspective of time. You will be able to place such known frames of reference as bicentennial America, the World Wars, or the rise of Western civilization among World civilizations into the larger time-perspective of human history. And even more important, you will be able to place your own lifespan within the greater scheme of human development and thereby help establish your own identity in this increasingly complex world.

Books. The following are available in the College Store. You will be reading about half of the McNeill book and all of the other three. I suggest you purchase copies of these as soon as possible. The bookstore returns unsold books around mid-semester and I cannot be responsible for your not having a book.

William H. McNeill, A World History, 3rd. edition
Chinua Achebe, Things Fall Apart
George Orwell, Animal Farm
Michael Herr, Dispatches

Evaluations. I will use the following formula to evaluate your performance in the course and to give you final grades:

Two Hour Exams	50%
One Final Exam	25%
Book Review	20%
Map Quiz	5%
	100%

EXAMS will be a combination of objective items and essays. The hour exams will be given on February 20 and April 1. The final exam will be during the announced period of finals week.

The BOOK REVIEW assignment will be handed out to you early in the semester. Essentially, this assignment will require you to read an excellent book about some aspect of world history in which you are particularly interested and to write a three-page review of the book, following specific instructions.

The MAP QUIZ is important because it is impossible to study the history of the world without knowing the location of the world's most important geographical features and other relevant items. The map quiz will be on February 9 in class. On sale in the College Store with the books for this class are blank copies of a Denoyer-Geppert outline map of the world. You must bring a blank copy of this map to class on Feb. 9 to take your map quiz. The quiz will be over items from a list handed out in class. You will probably want to buy additional copies of the blank map to work and practice on. They are inexpensive.

GENERAL POLICIES. It is always good to set down a few things at the beginning of the term, to-wit:

Class Attendance. Class attendance is vital to your successful completion of this course. Therefore, I expect every student enrolled to attend class regularly. There will be no grade penalties for students who miss class a reasonable number of times. However, for students who miss class an excessive number of times I will exact grade penalties to the extent the college allows.

Makeups of Exams. If you miss an exam or quiz because of illness or some other valid reason, simply get some competent authority like a physician or your dean to write a note verifying the fact. That will get you a makeup. Otherwise, an unexcused absence will be recorded as a zero for the exam or quiz you missed.

Course Outline and Reading Assignments. The following is a basic outline of the course along with your assignments for each day the class meets. Unless I make changes in this outline, announced in class, I will not mention your reading assignments to you. It will be up to you to follow this outline and to read assignments prior to the class period where they are listed. Keep this outline with your class notes or in some other safe place and use it.

January 21	Introduction: Scope of the course; discussion of requirements
January 23	Background Lecture: The World to 1500
January 26	The Islamic World, 1500-1700 McNeill, Chapter 21
January 28	The Far East, 1500-1700 McNeill, Chapter 22
January 30	Europe's Major Powers, 1648-1789 McNeill, 359-366
February 2	Europe's Scientific Revolution and Its Impact McNeill, 367-374
February 4	European Culture of the 17th and 18th Centuries McNeill, 374-376

February 6	European Mercantilism and World Trade
bruary 9	The Americas to 1750 (MAP QUIZ ON THIS DAY) McNeill, 377-383
February 11	Russia Through the 18th Century McNeill, 383-388
February 13	Asian Reactions to Europe, 1700-1850 McNeill, Chapter 25
February 16	African Reactions to Europe, 1700-1850
February 18	Continuity Session and Review for Exam
February 20	FIRST HOUR EXAM
February 23	Revolutions in America and France, 1770-1815 McNeill, 426-431
February 25	Reaction and More Revolution in Europe, 1815-1900 McNeill, 431-440
February 27	The Industrial Revolution in Europe McNeill, 417-431
March 2	The Ideas of Karl Marx
March 4	The Age of European Imperialism
March 6	The Impact of European Imperialism on the Far East McNeill, 441-447, 456-467
March 16	The Impact of European Imperialism on Hindus, Muslims, and Balkan Christians McNeill, 447-456
March 18	The Impact of European Imperialism on Africa McNeill, Chapter 28
March 20	Class Discussion Achebe, Things Fall Apart, entire book
March 23	The Americas, 1750-1900
March 25	World War I: Why it Occurred and What it Was McNeill, 490-499
March 27	World War I: Its Significance for Twentieth-Century World History
March 30	Continuity Session and Review for Exam
April 1	SECOND HOUR EXAM
April 3	The Russian Revolution
April 6	Class Discussion Orwell, Animal Farm, entire book

April 8	The Interwar Years: Political and Economic Problems McNeill, 499-504
April 10	World War II: Why it Occurred and What it Was McNeill, 504-509
April 13	World War II: Its Significance for the Present
April 15	Revolution in China
April 22	Global Rivalries Since 1945 McNeill, 516-532
April 24	Social, Cultural, and Technological Changes Since 1945 McNeill, 509-515, 532-541
April 27	Anticolonialism and Decolonization Since 1945
April 29	Debacle in Southeast Asia
May 1	Class Discussion Herr, Dispatches, entire book
May 4	The Nature of Underdevelopment in the Third World
May 6	Problems of the Contemporary World
May 8	Continuity Session and Review for Exam
	FINAL EXAMINATION (During Finals Week)

University of Wisconsin at Green Bay

Syllabus: History 100
Fall, 1982

Professor Craig Lockard
MWF, 10:10-11:05; SE-118

HISTORY OF THE MODERN WORLD

Food For Thought:

"Awareness of the need for a universal view of history--for a history which transcends national and regional boundaries and comprehends the entire globe--is one of the marks of the present . . . Our civilization is the first to have for its past the past of the world, our history is the first to be world history . . . As since 1945 the world has moved into a new phase of global integration, the demand for a history which reflects this new situation has become more insistent . . . The case for world history is undoubtedly very powerful."--Geoffrey Barraclough

"I suppose that we are all aware of the fact that we live in the most catastrophically revolutionary age that men have ever faced . . . we are in fact living with ten or twenty such revolutions - all changing our ways of life, our ways of looking at things, changing everything out of recognition and changing it fast"--Barbara Ward

"World history is no more difficult than national history. What one needs is a clear and distinct idea that will define what is relevant."--William H. McNeill

"Whether we consider the position of the rock layers that envelop the earth, the arrangement of the forms of life that inhabit it, the variety of civilizations to which it has given birth, or the structure of languages spoken upon it, we are forced to the same conclusion: that everything is the sum of the past, and that nothing is comprehensible except through its history."--Pierre Teilhard de Chardin

Introduction:

This course serves as an introduction to the history of the world during the past five centuries or so, and particularly since 1900. Roughly one-third of the course discusses the period since 1945. The global nature of modern historical change is emphasized, with special stress on the interaction of Europe and North America with the societies of Asia, Africa, and Latin America. The course must cover over 500 years of history of many peoples and countries in a very brief time; because of this problem we cannot delve as deeply into any one subject area as many of us would like. Indeed, it is not possible to be comprehensive or complete. I have chosen instead to concentrate on certain important themes so as to take maximum advantage of history's power to illuminate and explain the present. Specifically I asked myself: What does an educated American in the last quarter of the twentieth century need to know about modern global history in order to understand the interconnected and interdependent, yet conflict-prone and inequitable, world in which he or she lives? This course also challenges much of traditional historiography emphasizing narrative chronological change by defining the subject in a more conceptual way, in this case by deliberately restricting the foci and explicitly developing an interpretation of how and why the modern world developed the way that it did. To be sure, history happens as "one damn thing after another" but the job of historical understanding is to make it, by analysis, something more than that. The interpretation utilized in this course relies partially on world-system theory (which postulates the evolution of a world economy embracing and affecting all societies) and on the notion that the interaction of civilizations is a major force for historical change. My intention

is to create a meaningful, coherent, and hopefully pleasing tapestry out of various diverse threads; such an approach requires sweeping generalizations and a global overview, at the sacrifice of detailed examination of events, trends and personalities, no matter how fascinating. My hope is that you will emerge from this course with as much understanding of the forest as of the individual trees. Hence, in order for the whole to be greater than the sum of its parts, we will be much less interested in names and dates than in broad patterns of change.

The interpretative framework employed in this course allows us to select the most relevant material from the bewildering data base of modern world history; it defines to a considerable extent the content of the lectures and the selection of the texts from among the many available. Some of our material will come from the social sciences so that the course takes a clearly interdisciplinary approach. Due to time constraints we will also emphasize economic, social and political history to the neglect of cultural, intellectual, diplomatic, and military history. Among the major topics to be considered are: the rise of capitalism, European expansion and imperialism, the creation of new but differing societies in North and South America, the evolution of colonial empires, the industrial and scientific revolutions, the rise of socialism, the impact of colonialism on Asia and Africa, nationalism and revolution in the Third World, the role of the United States in the postwar world, the evolution of communist societies, and contemporary Western-Third World relationships.

Format:

The format of the course is lecture and discussion. Because of the pressure of time and the need to cover much material it is important for you to keep up with the readings and lectures. Many phenomena in modern history are open to controversy in their interpretation; men and women of good will can and will disagree on their meaning and importance, a point exemplified by the different approaches to be found in the texts, films, and lectures. But debate and controversy should be encouraged, not ignored under the guise of "consensus" or "value-free objectivity" (which may or may not exist). This is not to deny the necessity for both students and instructor to maintain a "broad-minded" attitude open to many points of view. But one goal of the course is to demonstrate that the meaning of modern history can be perceived in different ways. I have opinions on many of the subjects under discussion and will try to make my biases clear. You need not accept my opinions or interpretations and are free to take issue with them without penalty. This course has been designed with several purposes: to provide an introduction to modern social, political and economic change as well as historical processes; to provide necessary background for further coursework in history, social sciences, and international studies; and to encourage analytical thinking and intellectual growth. All that is required is an open mind and a willingness to learn about regions, countries and peoples outside the United States. On days with no films I will normally lecture for 40-45 minutes and will try to leave 10-15 minutes for questions and discussions. You are expected to obtain a preliminary background to the lecture topic by keeping up with the assigned readings. There are three paperback texts, all available at the campus bookstore and on reserve:

L.S. Stavrianos, The World Since 1500: A Global History, 4th ed. (Prentice-Hall)
Daniel Chirot, Social Change in the Twentieth Century (Harcourt Brace)
Peter Calvocoressi, World Politics Since 1945, 4th ed. (Longman)

The required texts are coded for reading as S, DC and PC. There is also a recommended paperback world atlas for this course, the Comparative World Atlas, New Revised Edition (Hammond). With or without the aid of this atlas, by the end

of the second week you should have gained some sense of the regions and countries of the globe, including major cities, rivers, islands, mountain ranges, languages, religions, economic products, and distribution of resources and population. In my lectures I will assume that you have familiarized yourself with the various countries and regions. You will continually need this knowledge throughout the semester, indeed throughout life.

In addition to the lectures we will also tentatively have ten films or slide presentations throughout the semester, normally scheduled for the Friday session. The films are listed in the tentative class schedule. One of these films, the three-part, Europe-produced "History Book," provides a radical interpretation of modern history quite at variance with traditional American views; it differs as well from the readings. Hopefully the film will spark controversy and discussion in the course. You are also strongly encouraged to take in as many as possible of the international films to be shown on campus this semester (in ES-114).

Tentative Class Schedule:

The class schedule has been carefully planned so as to reasonably parallel the texts and erect a structure for interpretation and analysis. The first several weeks provide a background by presenting a framework for modern world history and briefly surveying the world before about 1450 A.D. The following five weeks concentrate on developments between 1450 and 1914, with an emphasis on the origins and emergence of the world-system. At this point we are ready for the mid-term essay examination, scheduled for October 29. The second half of the semester covers the twentieth century world, with the final essay examination to be held on December 17. Barring unforeseen problems we will adhere closely to the class schedule listed below:

Session	Date	Topic (Reading Assignment)
1	Sept. 8	Introductory Remarks
		BACKGROUND TO MODERN WORLD HISTORY
2	Sept. 10	World History: Why and What?
	Sept. 13	The Structure of Premodern World History (S:xvii-xx, 1-7, 257)
4	Sept. 15	Contrasting Approaches to Modern World History: World-System and Modernization (DC:2-15)
5	Sept. 17	Asia Before 1500 (S:8-33, 271-273, 258-260)
6	Sept. 20	Africa and the Americas Before 1500 (S:35-48, 261-262)
7	Sept. 22	Europe Before 1450 (S:49-62, 263)
		ORIGINS OF THE WORLD-SYSTEM, 1450-1770
8	Sept. 24	Slides: "An Asian Mosaic"
9	Sept. 27	The Rise of Capitalism in Europe (DC:18-23; S:64-81)
10	Sept. 29	Early Western Expansion in Americas (S:83-122)

Session	Date	Topic (Reading Assignment)
11	Oct. 1	Film: "The History Book, Part 1"
12	Oct. 4	Early Western Expansion in Africa and Asia (S:124-159, 264-266)
		THE WORLD-SYSTEM EMERGES, 1770-1914
13	Oct. 6	Industrial Capitalism in Europe (S:161-185)
14	Oct. 8	Film: "The History Book, Part 2"
15	Oct. 11	Sociopolitical Transformation in Europe (S:191-218)
16	Oct. 13	Imperialism and Colonialism in Africa (S:185-189, 221-222, 302-317)
17	Oct. 15	Film: "White Man's Africa"
18	Oct. 18	Imperialism and Colonialism in Southern Asia (S:241-254, 273-284)
19	Oct. 20	Imperialism and Development in East Asia (S:285-301)
20	Oct. 22	Film: "The Japanese"
21	Oct. 25	The Americas Take Different Paths (S:319-323)
22	Oct. 27	The World-System in Early Twentieth Century (S:330-341; 266-268; DC:23-93)
23	Oct. 29	Mid-term Examination (Sessions 2-22)
		THE WORLD-SYSTEM, 1914-1945
24	Nov. 1	War and Russian Revolution in Europe (S:223, 240, 343-369, 387-392; DC:89-93)
25	Nov. 3	Fascism, Stalinism, and Depression (S:392-422; DC:93-114)
26	Nov. 5	Colonialism and Nationalism in Third World (S:370-385; DC:121-145)
27	Nov. 8	Causes and Consequences of World War II (S:423-461; DC:114-119)
		THE WORLD-SYSTEM, 1945-PRESENT
28	Nov. 10	The American World-System (S:463-466, 488-504; DC:147-202; PC:Chapt. 1, 4-5)
29	Nov. 12	Film: "The Twisted Cross"
30	Nov. 15	The Post-War World (S:511-522, 269)
31	Nov. 17	The Communist World-System: Russia and Eastern Europe (DC:227-242, PC:Chapt. 6)

Session	Date	Topic (Reading Assignment)
32	Nov. 19	Film: "The History Book, Part 3"
33	Nov. 22	The Chinese Revolutionary Experience (S:506-509; DC:242-245; PC:Chapt. 2)
34	Nov. 24	Films: "China Since Mao" and "Shanghai: New China"
	THANKSGIVING VACATION (Nov. 25-28)	
35	Nov. 29	Latin American Struggle for Development (PC:Chapt. 21-23)
36	Dec. 1	South and Southeast Asian Struggle for Development (S:466-472; DC:202-225; PC:Chapt. 12-14)
37	Dec. 3	Film: "The Village of My Ann"
38	Dec. 6	Middle Eastern Struggle for Development (S:479-486; PC:Chpt. 8-11, 15)
39	Dec. 8	Sub-Saharan African Struggle for Development (S:472-479; PC:Chapt. 16-20)
40	Dec. 10	Film: "The Last Grave at Dimbaza"
41	Dec. 13	Capitalism, Cooperation, and the Welfare State in Western Europe and Japan (S:504-506; PC:Chapt. 3, 7)
42	Dec. 15	The World-System Today and Tomorrow (S:523-526; DC:247-256)
	Dec. 17	Final Examination (Sessions 24-42): 10:30-11:30 a.m.

Course Requirements:

Grading will be based on a flexible combination of factors; all students must complete certain common requirements, which include:

a) Two essay examinations. Tentatively the midterm exam is scheduled for October 29, and the final exam is scheduled for Friday, December 17 (10:30-11:30 a.m.). In each exam you will normally write on two questions out of four possible. Some of the questions will involve thought, interpretation, or comparison rather than just regurgitation of factual information. The final will only cover the material since the midterm. The exams will be graded on the assumption that you have read all the assigned readings and attended all the lectures and media presentations. Each exam will last one hour and be weighted equally. It is your responsibility to keep abreast of any changes in exam dates or times.

b) Class participation. Satisfactory class participation as measured by reasonably regular attendance, completion of assigned readings, submission of the anonymous course evaluation and contributions to discussion can help your grade in cases where "benefit of doubt" comes into play. On the other hand, poor class participation can easily threaten other wise satisfactory exam and project results. Students who are frequently absent without reasonable excuses can expect to be dropped several points, perhaps even a grade or more. While class participation does not merit a stated percentage of the grade, I reserve the right to add or subtract points from the final grade based on class participation.

You can meet the written requirements of the course solely through the two exams; in this case the two exams each count for 50% of your final grade. Except in the most extraordinary circumstances no make-ups will be allowed.

In the interest of flexibility you can also satisfy the written course requirements by combining one of the following optional individualized projects with the two exams. The project grade will only be counted toward your final grade if it helps your final grade (raises your exam average); in this case each of the two exams will count one quarter of your grade and the project will count one half. Thus, you have an incentive to complete the project since it may improve your grade; at the same time you lose time and energy but no points if your project falls short and also gain experience in preparing and writing academic projects. There is absolutely no penalty for declining to undertake or complete a project. A wide choice of projects is open, depending on your talents and proclivities, such as:

1) A research paper (8-15 pages, typed, double-spaced) on any topic of relevance to the course. Many topics are possible, as long as they discuss any broad historical theme or any global or semi-global pattern of any area of the world since about 1500 A.D. Comparative topics are welcome. The papers should be in a standard academic form, including the following: an introduction and conclusion; a conceptual framework or thesis (a research paper is not an encyclopedia article or mere compilation of information); footnoting and documentation of factual information, quotations, and paraphrasing (see below); complete footnotes, with author, title, publisher, and pages cited (footnotes may be grouped at end of paper); correct grammar, spelling and punctuation; numbered pages; bibliography (with complete bibliographic information); and use of sophisticated sources (academic books and periodicals rather than popular magazines or encyclopedias). You are advised to take these guidelines seriously. The Stavrianos text contains good bibliographical information.

2) A Journal (20-50 pages) reflecting your impressions, criticisms, and evaluations of the assigned readings, relevant outside reading and experiences, relevant media presentations (TV documentaries and newscasts, radio programs, films, newspaper and magazine articles, etc.), class films, lectures and discussions. It should reflect the scope, direction, and depth of your involvement and growth with the subject matter during the semester; what have been the most interesting, challenging, upsetting, revealing, stimulating, relevant ideas and impressions that have emerged? A journal should document what you have learned, how you react to what you are learning, what you would like to explore further, and how you feel you can apply the knowledge gained in this course. A Journal is also a useful framework for mini-research papers and essays or for short reports on extra reading without the restrictions of more formal academic writing (as in options 1 and 3). An outstanding journal will normally include such material. A journal is not a one-shot affair but a growing record over the course of the term. It may be typed or handwritten legibly. Illustrations, poems, and other creative materials may be included, as well as any quotations or sayings you find revealing and helpful. The first half of the journal should be submitted to me by the midterm exam; this will not be graded at that time but my feedback will give you an indication of how you are doing.

3) A comparative and analytical review of books (8-15 pages in length, typed, doublespaced), dealing critically with 2-4 books. Reviews could focus on a particular theme (such as Chinese communism, the depression of the 1930's, 19th century imperialism, the slave trade, or the Vietnam War), or on several themes. These books could include novels as well as scholarly studies and eyewitness

accounts. I will be glad to suggest books for the review and to illustrate how an analytical book review differs from the traditional book report. Reviews should be in standard academic form, with quotations and paraphrasing footnoted. Separate reviews of 2 or 3 books (other than the texts) on different subjects will also be acceptable, providing that you get my prior permission for them.

4) A work of imaginative/creative interpretation dealing with some aspect of world history and civilization. You might submit a short story, or a play, or a group of poems, or several paintings, or a musical composition, or a photographic essay, or a series of political cartoons, or a collage or collage book--any creative product demonstrating conscious relationship with the subject matter of the course.

This is a suggestive, not an exclusive list of project options. In the interest of flexibility you can (through consultation with me) work out some combination of projects (for example, a painting and one 3-4 page book review), do a more extensive project, or suggest alternatives to the above list of options. The concept of the "project" is to link your aptitude and inclination to the subject. Advisement will be available to insure that conceptual rigor can be combined with personal virtuosity. The UWGB faculty has recommended strong penalties for plagiarism in papers; you must footnote or otherwise cite the sources from which you quote, paraphrase, or utilize factual or interpretative data. Submission of work prepared by others is a serious offense. I have prepared short hand-outs on how to prepare research papers, journals, and book reviews; these are available from me upon request. You must get my approval for your project and your topics, and should have selected your particular project by the end of the fourth week of class, earlier for those writing journals. A one-page (handwritten) outline of the project should be submitted by the end of the eighth week. Indeed, you are strongly encouraged to let me see some of your work at various stages during the semester (rough drafts, journals in progress, etc.). Projects must be handed in no later than Dec. 13 (earlier submissions are welcome). Except in the most exceptional circumstances late projects will not be accepted; on the other hand, failure to complete your project won't count against you either--your grade will be based on the two exams.

Grades

For those who choose not to do a project, each exam counts for 50% of your final grade. Only under extraordinary circumstances will a grade of incomplete be given; students should request incompletes in writing by the last class session.

Office Hours

My office is in the Student Services building (SS), room 1357 (tel. 2714). My regular office hours are MF 11:30-12:00, W 1:30-2:30; I am often there at other times as well, and am available by appointment. Please call me at home (468-0623) in a dire emergency; however, people who call me at home early in the morning, during the even news, "M.A.S.H.," or "Prairie Home Companion;" on weekends, or after 10 at night are subject to the "death by a thousand slices," an old Chinese favorite. Messages can be left for me with the CCS secretaries (2355).

A SAMPLER
OF A NEW APPROACH
TOWARD GLOBAL HISTORY
at the University of Houston
Central Campus

Prepared by
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for the
Conference on the Teaching of World History
USAF Academy, Colorado
12-15 May 1982

Abstract

After two years of experimentation, a pair of World Civilization(s) courses inaugurated by the UHCC Department of History in 1979-80 is now ready for exploitation as an introduction to the new trend toward global studies of human history. Originally designated as a sophomore survey (His 2365-66), these two courses will be elevated to a junior level (His 3379-80) for the 1982-83 academic year. They may become bases for international-intercultural studies at UHCC as the new core curriculum requires more "knowledge integration" offerings. World history teachers in the high schools of Texas will find these courses especially valuable as preparations for "Thinking Globally-Acting Locally."

TOWARD WORLD CIVILIZATION: A NARRATIVE SUMMARY

In the 20th century, world history has been left to laymen, theologians and children. Professional historians have avoided the big picture of human history for fear of dilettantism. With few exceptions academic scholars in the humanities have abandoned attempts to teach global surveys or to research and write comprehensive texts about the human experience on Earth. Because so much is known and so little can be covered, many fear that a global approach will inevitably lead to superficiality. Moreover, given the usual constraints of the college classroom with respect to time, space, costs, and rewards, the introduction of innovative reforms for the improvement of tertiary and graduate education about the grand sweep of human history has been extraordinarily difficult. Yet laymen, religious groups, globetrotters and students in secondary schools still seek meaning in, and often (as in Texas) are required to study, world history.

This proposal addresses the problem of academic abdication of responsibility for the study of global history. We assume the need for a new approach to the study of world civilizations, and we think we have found a way to meet this need for guidance through a significant, feasible and appropriate learning experience for undergraduates, world travellers and history teachers.

Traditionally, history as past politics was written from the top down. More recently, socio-economic history has fed the hunger to understand change and continuity from the bottom up. We believe the time has come to seek better understandings through comparative studies of all sorts but particularly through comparative history. Capitalizing on the achievements of area-studies specialists and of period-studies experts, we are beginning to develop a community of scholars

who are communicating their enthusiasms across disciplinary, collegiate, and institutional lines in order to compare and contrast the developments of human life in ever-larger agglomerations. From separate experiments in village-, town-, and city-life constituting earlier civilizations around the world, we are beginning to see how urban studies can be used to trace the economic, social, technological and cultural unification of humankind. Ours may be called an anthopological approach to comparative history of civilizations, but at this embryonic stage our efforts are too constrained by limited resources to admit this claim. With proper grant support for released time to improve the content of our comparative studies, we can do the curriculum planning across the bureaucratic barriers of our institutional settings that will eventually justify that claim.

Houston is now the fourth largest city in the nation, and the University of Houston Central Campus (UHCC) is the main state university in southeast Texas. Houston's role as an international center for multinational energy developments and for transnational space exploration has led to amazingly rapid growth of a cosmopolitan consciousness. UHCC has an obligation to serve the city, state and nation as an exemplary model for communities of scholars seeking to integrate diverse cultures into a larger unity.

Three satellite campuses of the "flagship" campus of UHCC have been encouraged by the new president of the UH System to expand and promote the quality of their curricula in studies of international and intercontinental interactions. The fact that Texas requires all high school graduates to take one year of world history or world geography (90% take the history option) means that there is an enormous population of students and underqualified teachers in state-accredited junior and senior high schools who are struggling to comprehend the human experience. More often than not, these courses use old condensations of "Western Civilization" texts

with heavy European biases and slight attention to the masses of humanity in China, India, Africa, and Central or South America. Quite often historical perspective over concurrent developments during the last 7000 years is sacrificed for topical approaches or merely for a concentration on the last 2000 years, or less.

Unfortunately, the majority of novel approaches toward world history nationwide are concentrating merely on the 20th century. This sacrifice of historical perspective tends to reinforce the social sciences at the expense of history. We believe it is possible to reassert the primacy of historical perspective once again, especially if an eclectic approach is encouraged to marshall the inter-disciplinary and intercollegiate expertise of area-studies specialists and period-inspired generalists. For such an experiment in global education, emphasizing scientific and technological developments and stressing analytical skills in critical literacy and numeracy, we need financial support for a period of three years to demonstrate that the potentials of our program can be transformed into a dynamic foundation for lifelong learning about humankind on Planet Earth.

About one third of the History Department of UHCC began discussions about these problems in 1977 and offered the first experimental approach to a new two-semester course in the academic year 1979-80. Four major innovations in teaching strategies were developed: (1) sequential (rather than team) teaching; (2) symbolic foci (on 2 major cities rather than attempting comprehensive coverage); (3) symmetry of questions asked (rather than of answers given); and (4) open-book, open-source integrative exercises (rather than traditional essay examinations) for student evaluation and evaluation of students. These strategies proved workable and allowed us to exploit area and period specialists in an exciting way. During the next academic year (1980-81), however, five of six primary staff members were abroad. Hence, only now in 1981-82 is the course being offered for a second time. Extraordinary ferment is taking place toward internationalization of the

University of Houston's faculty and student body both at the "flagship" and satellite campuses. Other universities in the city itself and throughout the State of Texas likewise are becoming multiculturally-conscious. Ultimately we hope and expect this course may become required for History-Teacher Education certification for all "World History" offerings in Texas. At present there are only two other programs of this sort in the State University System (one at Austin, another at Denton), and neither presumes to be so unique (see our appended list of 12 unique features).

The institutional structure of UHCC, like any large bureaucracy, and the state methods of formula-funding for budgeting make it exceedingly difficult to establish such a non-traditional program of instruction. Released time for broader curriculum planning, faculty workshops and consultations, purchase of audio-visual aids, invitations to outside consultants, secretarial help (34 members of the History Department depend upon only 3 staff typists), promotional activities among social studies teachers in the Houston-Harris County, and Region IV area of Texas all require more resources than our small group or our UH System can muster at present. Through this grant support, we hope to develop, polish, advertise, carry and promote this approach toward a new understanding of World Civilizations (plural) becoming World Civilization (singular) in ever larger concentric circles. From UHCC to the UH System to the Texas Coordinating Board for Higher Education--and beyond--we hope to see this initiative spread. It is a modular approach that can be adapted in many ways in many places to suit local constraints. But in all contexts, it should contribute significantly to the world's needs for greater understanding among all us astronauts of Spaceship Earth.

Twelve Unique Features of this Approach

1. Giving more honest attention to the majority of the Earth's people.

2. Showing equal time and concern for China, India, Black Africa, and aboriginal America, by celebrating certain urban developments.

3. Forcing a reorientation toward the "Near East" as the "Near West" when seen from China or India, toward the "Third World" when seen demographically.

4. Insisting on a contrasting approach to the origins of isolated civilizations.

5. Emphasizing a comparative approach to the growth of global civilization for the last 1000 years.

6. Dividing our two half-courses at Kublai Khan and Marco Polo: The Pax Mongolica, ca. A.D. 1000-1300, and the Black Death.

7. Making chronology the prime organizing principle at the expense of topics and spatial biases.

8. Using sequential instead of team teaching; stressing the questions above the answers.

9. Selecting symbolic foci through urban studies, instead of trying to be comprehensive and definitive.

10. Using the principle of symmetry creatively in order to make memorable large-scale analogies.

11. Making use of area studies' progress of last 2 decades by tapping their expertise for a survey.

12. Preparing the way for a truly humane approach to the humanities: What are the common characteristics of human nature?

The University of Houston Central Campus is ideally suited to inaugurate a major contribution to international and intercultural education. Both higher and lower levels of our educational institutions locally, regionally, and hemispherically can expect to benefit eventually from the production of new texts, syllabi, finding aids, annotated bibliographies, and insights that will flow from this approach. The energy, initiative, enthusiasm and competence of thousands of scholarly persons who have moved to Houston from all over the world in the last decade can be tapped. As the world has come to Houston, so Houston must now go out into the world.

HISTORY 2365
T-TH 1-2:30
201 AH

WORLD CIVILIZATIONS to 1200 CALENDAR

Fall 1981
Swenson et al

Session	Date	General Topic	Suggested Focus	Lecturer
1	1 Sep	Introductions	Course Mechanics	Swenson
2	3	Pre-history	Archeology	Swenson
3	8	Mesopotamia	Sumer/Ur	Swenson
4	10	Egypt	Memphis/Thebes	Kaplan
5	15	India	Mohenjo-daro/Harappa	Tyler
6	17	China	Bronze Age-Xian	Smith
7	22	Africa	Axum/Meroë/Nok	Indakwa
8	24	America	Tikal/Tula	Hart
9	29	Mediterranean	Crete/Hatusas	Quataert
10	1 Oct	Greece	Athens/Ephesus	Holliday
11	6	Hellenistic Civ.	Alexandria (s)	Holliday
12	8	Roman Rep.	Rome/Carthage	Alessi
13	13	Roman Empire	Rome/Constantinople	Alessi
14	15	Mid-Term Evaluation		Swenson
15	20	Indo-Europe	Delhi/Sanchi	Tyler
16	22	Judeo-Christianity	Jerusalem	Swenson
17	27	Islam	Mecca-Medina	Quataert
18	29	Han China	cf. Imp. Rome	Smith
19	3 Nov	Byzantine Civ.	Constantinople	Kaplan
20	5	Islamic Civ.	Bagdad/Damascus	Quataert
21	10	Medieval Cities	Paris/London	Vaughn
22	12	Eurasia	Istanbul/Ishfahan	Quataert
23	17	South Asia	Pataliputra/Benares	Tyler
24	19	East Asia	Sung China/Loyang	Smith
25	24	Medieval Europe THANKSGIVING HOLIDAY	Lübeck/Venice	Vaughn
26	1 Dec	Africa	Zimbabwe/Timbuctu	Indakwa
27	3	Meso-America	Teotihuacan	Hart
28	8	Pax Mongolica	Karakorum/Peking	Swenson
	17 Dec	Final Exam		

PRIME TEXT: L. S. Stavrianos, The World to 1500: A Global History, 2nd edition, Englewood Cliffs, N. J. Prentice-Hall, Inc., 1975.

History 2366 — World Civilization since A.D. 1000 — Spring 1982
Section 6909 — Swenson etal

Syllabus

This experimental course in world history, now offered only for the second time, is unique and distinctive, despite many similar efforts elsewhere to bring the world into the curriculum. We at UHCC are designing and developing an educational experience for undergraduates, and for teachers of world history in the high schools, that should eventually revolutionize the way mankind (or humankind, if you prefer) perceives itself now and conceives itself for the future. Many problems beset the organization and delivery of such a new approach, but the prospects we should enjoy in this quest for the "big picture" ought to make the efforts to comprehend it a most exciting, even a lifelong, intellectual adventure.

At every step of the way, you are encouraged to respond, react, and constructively criticize our program. Each of our 10 or so area-or-period experts will lecture for only one hour, leaving you free to interact, question, and remark for the last half hour. Our special periods for discussions (Sessions 9, 20 and 30) are yours to share as you wish, so long as there is no mere "free exchange of ignorance." That is, the readings are important and you are expected to go beyond the "prime text" of Stavrianos to at least 2,4,6, or 8 of the recommended paperbacks, depending upon the grade you wish to earn.

Since I am the director and prime evaluator of your progress, you will probably want to "psych" me as your "prof" for which I invite you to consult (see Staff List for times and places). At least 3 grades will need to be recorded, of which only two (the Mid-Term & the Final Evaluation: both open-book, open-source, take home and fill-a-blue-book) are scheduled. The third (or 4th, 5th, or 6th) grades(s) will come from your book reports, comparing any two of the recommended texts (in a maximum of 4-pages typed for each). Every minute of every session is precious in a comprehensive course such as this, and your class participation is also important. But thanks to our tape recorder, we can arrange for you to hear at least some of what you may occasionally have to miss in person.

Here are the main readings. Arrange your own schedule to prepare a bit for each guest lecturer. After the 4th week a more specific reading assignment will follow:

Required Text: L.S. STAVRIANOS, The World Since 1500, 3rd ed., (1975).

Recommended
(1) A. Freemantle, ed. THE AGE OF BELIEF, (1954)
(2) P.K. Hitti, THE ARABS: A SHORT HISTORY, rev. ed., (1970)
(3) C.Dawson, THE MAKING OF EUROPE (1932)
(4a) R. Thapar, A HISTORY OF INDIA, vol I (1966)
(4b) P. Spear, A HISTORY OF INDIA, vol II, rev. (1978)
(5) H. Hookham, A SHORT HISTORY OF CHINA, (1972)
(6) R. Oliver, & J.D. Fage, A SHORT HISTORY OF AFRICA, rev., (1978)
(7) J. Collier, INDIANS OF THE AMERICAS, (1975)

HISTORY 2366
TTH 1-2:30
216 AH

WORLD CIVILIZATION SINCE A.D. 1000

Spring 1982
Swenson et al
Sect. 6909

CALENDAR

Session	Date	General Topic (cultural)	Specific Focus (geographic)	Lecturer
1	Jan 19	Introductions	Course Philosophy & Mechanics	Swenson
2	21	Judeo-Christain Traditions	Jerusalem-Rome-Constantinople	Swenson
		11th C.		
3	26	Islamic Traditions	Mecca-Damascus-Baghdad	Quataert
4	28	Graeco-Roman Traditions	Athens to Aachen	Vaughn
		12th C.		
5	Feb 2	Indian Traditions	Ajanta-Badami	Rao
6	4	Chinese Traditions	Peking to Canton	Smith
		13th C.		
7	9	African Traditions	Congo to Zambezi	Indakwa
8	11	Amerindian Traditions	Maya-Aztec-Inca	Hart
		14th C.		
9	16	"Rise of the West"	Disc. & Evaluation	Swenson
10	18	Conquest of Americas	Mexico-Peru-Louisiana	Hart
		15th C.		
11	23	Ottoman Turkish Empire	Constantinople→Istanbul	Quataert
12	25	The Long Enlightenment	Venice-Genoa to Paris-Autuil	Stone
		16th C.		
13	Mar 2	Scientific Revolutions	Padua-Cambridge	Swenson
14	4	Comp. Musicology	Catholic v. Protestant	Giesberg
		17th C.		
15	9	Columbian Exchange	Old & New World Flora & Fauna	Swenson
16	11	Mid-Term Evaluation	Paper Due	Swenson
		Spring Break		
		18th C.		
17	23	The 1st true world war	Lisbon-Goa-Calcutta	Robinson
18	25	Industrial Revolutions	Manchester-Essen	Swenson
19	30	North-South Hemispheres	USA-USB: ABC countries	O'Brien
20	Apr 1	"Time and Space"	Disc. & Evaluation	Swenson
		19th C.		
21	6	Pax Britannia	London-New Delhi	Robinson
22	8	Patriotic Music	Sacred-Profane-Secular	Giesberg
23	13	Comparative Urbanology	NYC to SF	Swenson
24	15	Comparative Revolutions	Philly-Paris-Moscow	Stone
		20th C.		
25	20	Oriental Civs.-Mid-East	Ankara-Teheran	Quataert
26	22	" " China	Peking-Nanking-Shanghai	Smith
27	27	" " India	Bombay-Calcutta	Rao
28	29	Africa	Lagos-Nairobi	Indakwa
29	May 4	"One World Civ.?"	Futuristics	Swenson
30	13	Final Evaluation: A.D. 1000-2000 & Party!		Swenson

PRIME TEXT: L.S. Stavrianos, The World since 1500: A Global History, 3rd edition, Englewood Cliffs, N.J. Prentice-Hall, Inc., 1975.

Indiana University
Mr. Brooks

B391 World History

Fall 1983

TR 2:30-3:45

The books listed below serve as texts for the course. Additional readings are assigned from books held on reserve at the Undergraduate Reserve Desk.

World Map, National Geographic Magazine (December 1981)

McNeill, W., A World History (O.U.P., 2nd ed. 1971 is preferable to 3rd ed. 1979)

Historical Atlas of the World (Barnes and Noble paperback)

The Economist is required reading for the course. Current (via air mail) issues are available at the Periodical Room of the Library and the School of Business Library.

There will be a map quiz (T Sept. 22), a mini-exam (T Sept. 29), a mid-term examination (T Oct. 20), a mini-exam (R Nov. 19), and a final examination (R Dec. 17). Undergraduates are responsible for a short paper analyzing a "less-developed" country. Graduate students have the option of a term paper or preparing a lesson plan incorporating a World History topic. Papers are due Thursday, Nov. 12. (See handouts concerning papers.)

World outline maps (Denoyer-Geppert #24099) or #25099 are available at the bookstore. Bring a map to class for the map quiz on September 22 and for each examination. You will be tested from the following list. Not all the following are on the map handout, which is intended only as a guide; use other large scale maps to ensure precise locations. You are also responsible for knowing the world's principal ecological areas depicted on the Physical Environment Map at the back of McNeill, A World History (1st and 2nd editions only).

OCEANS AND SEAS

Black
Adriatic
Baltic
Persian Gulf
South China Sea
Aegean Sea
Arabian
Red
Indian Ocean
Caspian
Yellow

RIVERS

Amazon
Nile
Tigris
Euphrates
Congo
Zambezi
Danube
Jaxartes/Syr-Darya
Ganges
Indus
Hwang Ho (Yellow)
Yangtze
Rhine
Senegal

ISLANDS

Ceylon (Sri Lanka)
Crete
Cyprus
Sicily
Philippines
Madagascar
Sumatra
Socotra
Zanzibar
Balearic
Cape Verde
Macao
Goa
Hormuz
Mozambique
Arguin (Cape Blanco)
Sao Tome
Kilwa (Tanzania)
Singapore
Utica
Canary
Madeira
Hong Kong

CITIES

London
Rome
Carthage
Alexandria
Athens
Axum
Jerusalem
Mecca
Canton
Benin
Calcutta
Peking/Beijing
Tokyo
Singapore
Istanbul
Sofala
Mexico City
Baghdad
Goa
Vienna
Kano
Elmina (Ghana)
Ceuta
Damascus
Kiev
Marseilles
Venice
Moscow
Florence
Nara
Sarai
Paris
Malindi (Kenya)
Cadiz
Lixus (Larache)
Lepcis/Leptis
Nagasaki
Genoa
Hamburg
Meroe (Sudan)
Old Delhi
Timbuctu

PLACE NAMES

Pyrennes Mountains
Balkans
Cape of Good Hope
Cape Horn
Aztec Empire
Aragon
Castile
Kush (Nile Valley)
Lake Turkana/Lake Rudolph (NE Africa)
Zimbabwe
Akjoujt(Mauretania)
Macedonia
Inca Empire
Ethiopia
Malacca
Hong Kong
Phoenicia
Peru
Ghana, Mali & Songhai Empires (West Africa)
Monomotapa Empire (East-Central Africa)
Benin Empire (West Africa)
Mongolia
Fertile Crescent
Caucasus
Sahara Desert
Olduvai Gorge
Valley of Tehuacán (Mexico)
Gibraltar
Kongo Empire (West-Central Africa)
Bering Strait

Lectures and Assignments

It is imperative that you read the assignments before class to understand fully the lectures and participate intelligently in the discussion periods. If you are not prepared to comply with this prerequisite you should withdraw from the course.

The illustrations and maps in A World History are an integral part of the text and will amply repay you for frequent perusal and reflection. McNeill's Rise of the West (available in paperback) is an even richer historical master work and most rewarding readings. You are urged to obtain a copy and browse sections as they relate to your assignments.

A number of handsomely illustrated studies are included on the reading list. A few minutes' perusal of the photographs and illustrations in these works will be of great help in remembering the names and places discussed in the assignments. Systematic reading and browsing will pay enormous dividends in mastering--and enjoying--the material assigned for the course. Note: some of the Reserve assignments are listed in my name under E431-E432, African History. Journals are not placed on Reserve; use the call numbers.

Assignments

T Sept. 1 Introduction

R Sept. 3 The Contemporary--and Future--World

Linton, R., "One Hundred Per Cent American," The American Mercury, AP2 A54 Vol. 40 (1937), 427-429.

Fuller, R. B., "Remapping our World," Today's Education L13 N165 U (Nov.-Dec. 1974), 40-44; 107-110.

Jastrow, R., "Post-Human Intelligence," Natural History QH 1 N2 (U) (June-July 1977), 12-18.

Daly, M. & Wilson, M., "Sex and Strategy," New Scientist Q1 N44 (4 January 1979), 15-17. On Reserve.

Caiden, N. and Wildavsky, A., Planning and Budgeting in Poor Countries, "Prologue" (i-iv) HC 59.7 C26

The Economist, H1 E 22, May 13, 1978, 86-87, "Grabbing the Oceans," March 3, 1979, 56-57, "A Great Change has Started."

Garreau, J., The Nine Nations of North America, 1-13, and maps following p. 204. E36 G37

Assignments

T Sept. 8 — Paleolithic to Neolithic Evolution
- McNeill, World History, 3-21.
- Howell, F.C., Early Man (Time-Life), passim. QH 368 .H83
- Piggot, S. (ed.) Dawn of Civilization, 19-40 passim. CB301 .P63
- Bacon, E. (ed.) Vanished Civilizations, "The Fertile Sahara," passim. CB311 .B12
- Davidson, B., African Kingdoms (Time-Life), 33-57. 960 DAV (shelv after Z)
- The Epic of Man (Time-Life), 11-65. CB301 .L72
- Went, F. W., The Plants (Life Nature Library) Ch. 8. QK50 W43

R Sept. 10 — The Secondary Neolithic: Tigris-Euphrates, Nile, and Indus Valleys
- McNeill, chapter 2
- The Epic of Man (Time-Life), 66-95.
- Piggott, Dawn of Civilization, 41-96 passim
- Casson, L., Ancient Egypt (Time-Life) DT60 .C34
- Shinnie, M., Ancient African Kingdoms, 23-42 passim DT25 .S551
- Watson, F., A Concise History of India, 11-29 passim. DS 436 W336

T Sept. 15 — Eurasia to c. 500 B.C.: Indo-European Migrations
- McNeill, chapters 3, 4, 6, 7
- Epic of Man (Time-Life), 194-207; 96-159 passim
- Bacon, E., Vanished Civilizations, 299-322 passim
- Piggott, Dawn of Civilization, 97-276 passim, 301-357 passim
- Bourliere, F., Eurasia (Time-Life) QH179 .B77
- Watson, India, 30-37 passim.

R Sept. 17 — Mediterranean Civilizations: Phoenicians, Greeks, and Romans
- McNeill, chapter 5: 127-162/129-165
- Bovill, E.W., The Golden Trade of the Moors, Chapters 2, 3, passim
- Davidson, B., African Kingdoms, (Time-Life), 79-99
- Piggott, Dawn of Civilization, 329-357 passim
- Bowra, C.M., Classical Greece (Time-Life) DF78 .B78
- Hadas, M., Imperial Rome (Time-Life) DG272 .H12
- McEvedy, C., The Penguin Atlas of Ancient History is a useful study guide for those seeking a detailed knowledge of the area G1033 .M142

T Sept. 22 — Eurasian Social and Cultural Interchanges
- McNeill, Rise of the West, 316-386 passim.
- Bowra, C.M., Classical Greece, 69-78; 157-171 passim.
- Map Quiz
- Watson, India, 39-70 passim.

R Sept. 24 — The First Closing of the Ecumene; China and the Roman Empire
- McNeill, chapter 10, 11
- Wolpert, S., India, 35-46 passim DS436 .W86
- Davidson, B., Lost Cities of Africa, chapter VI
- Bacon, Vanished Civilizations, 251-270
- Piggott, S., The Dawn of Civilization, 277-300
- Critchfield, R., "Heirs of Confucious," Agenda (AID), Sept. 1981, 15-20.

Assignments

T Sept. 29 — The First Closing of the Ecumene, II: Outrigger Adventurers and Growth of the Indian Ocean Trading Complex to 1000 A.D.
Emory, C. and D. Lewis, National Geographic, G1 N2 (U) 146, 6 (December, 1974), 732-745, 747-778, passim.
MINI-EXAM

R Oct. 1 — The Era of Muslim Ascendancy
McNeill, chapters 12, 13
Steward-Robinson, J. (ed.) The Traditional Near East, 6-35; 94-121 both passim
Bovill, E. W., The Golden Trade of the Moors, chapter 6 passim
Abdul-Rauf, M., "Pilgrimage to Mecca," National Geographic G1 N2 (U) (Nov. 1973), 573-607 passim.
Simons, G., Barbarian Europe (Time-Life) D117 .S612 passim.
Sherrard, P., Byzantium (Time-Life) DF521 .S55 passim.
Esin, E., Mecca the Blessed: Madinah the Radiant passim. DP 187.3 .E75
Stewart, D., Early Islam (Time-Life) D199.3 .S85

T Oct. 6 — Eurasia, c. 600 A.D. to c. 1500 A.D.
McNeill, chapters 14, 15, 16; pp. 270-71/273-275
Riesman, D., et alii, The Lonely Crowd, 17-32.

R Oct. 3 — The Transmutation of Europe
McNeill, 239-327
Riesman, D. et alii, The Lonely Crowd, 17-32 BF755 .A5 R5
Pirenne, 17-74; 153-167
Hale, John R., The Renaissance (Time-Life) DG533 .H16 passim.
Simon, E., The Reformation (Time-Life) BR305.2 .S58 passim.

T Oct. 13 — East Africa and the Indian Ocean Trading Complex to c 1500
Bacon, Vanished Civilizations, "City of Black Gold"
Shinnie, M., Ancient African Kingdoms, 101-121 ("Lands of the Zanj" and "Zimbabwe") DT 25 S551
Davidson, The African Past, 122-138. DT20 .D25

R.Oct. 15 — West Africa and the Trans-Saharan Trade to c. 1500
Oliver, R.O., and C., Africa in the Days of Exploration 1-7; 8-26
Bovill, Golden Trade, Chapters 7-10; 16, passim DT356 .B76 1968
Davidson, African Kingdoms, 79-99 ("Merchant Empires"; 100-119 ("Forest Kingdoms") ~~DT25XXXX~~ 960 DAV (shelved aft Z)
Davidson, The African Past, 75-83 (Mali)
Shinnie, M., Ancient African Kingdoms, 43-80 passim (West African States).
McIntosh, S. & R., "Finding Jenne-jeno," National Geographic (Sept. 1982), 396-418.

T Oct. 20 — MID-TERM EXAMINATION

Assignments

R Oct 22

The Transformation of Western Civilization, "A Word in Your Ear: A Study in Language." Tape Lab, BH 108, catalogue number: Linguistics E09.01
Hall, E.T., The Silent Language, Introduction, Chapters 1 and 10. HM258 .H17
No class meeting. Read ahead on next assignment.

T Oct 27

The Americans to 1492 A.D.
McNeill, 274-78
Driver, Americas on the Eve of Discovery, 1-5; 19-23 passim; 69-79 passim 93-111; 134-155 E58 .D76
Miner, H., "Body Ritual among the Nacirema," American Anthropologist, GN1 A5 58 (1956), 503-507.
Bacon, Vanished Civilizations, 139-168 passim.
Piggott, Dawn of Civilization, 359-386 passim
Leonard, J.N., Ancient America (Time-Life) passim. E61 .L57

R Oct 29

The Age of Reconnaissance, I
Review McNeill, 295-336
Crosby, A.W., The Columbian Exchange, Chapter 2; chapters 3 and 4, passim. E98 .D6 C94
Hale, J.R., Age of Exploration (Time-Life) G80 .H18 passim.

T Nov. 3

The Age of Reconnaissance, II
McNeill, 329-352/353-358.
Wolpert, 64-100 passim
Driver, 156-164; 165-173 passim; 34-47 passim; 112-133 passim
(see page 19)

R Nov. 5

Inter-locking World Economies: The Slave Trade
Davidson, B., Black Mother, Introduction: Part I-III DT352 .D25
Curtin, P.D., "The Atlantic Slave Trade, 1600-1800" in J.F.A. Ajayi, and M. Crowder History of West Africa, Vol. I, chapter 7 DT475 .A312
Haley, A., Roots, 1-131; 569-580. E185.97 .H24 A33

T Nov. 10

The Transformation of Western Civilization, I
McNeill, chapters 23, 24, 25
Wallerstein, I., "The Rise and Future Demise of the World Capitalistic System: Concepts for Comparative Analysis," Comparative Studies in Society and History H1 C68 XVI, 4 (Sept. 1974), 387-415.
Gay, Peter, Age of Enlightenment (Time-Life) CB411 .G28 passim.
Burchell, S.C., Age of Progress (Time-Life) CB417 .B94 passim.

R Nov. 12

The Transformation of Western Civilization, II
McNeill, Chapters 26, 27
Crosby, The Columbian Exchange, Chapters 5 & 6 passim
Read ahead on next assignment.
GRADUATE AND UNDERGRADUATE PAPERS DUE.

-Ellis, J. The Social History of the Machine Gun, 9, 79-90, passim. UF620 A2 E47

-Brooks, G., "Tropical Africa: The Colonial Heritage," in Themes in African and World History DT20 B873 1982

6

Assignments

T Nov. 17 — The Age of Imperialism I and II
Brooks, G., "Africa and Europe to c 1870 and Gellar, S., "The Colonial Era," in Martin and O'Meara, Africa.
and
Wallerstein, I., "The Three Stages of African involvement
R Nov. 19 in the World-Economy," in P.C.W. Gutkind and I. Wallerstein, eds. The Political Economy of Contemporary Africa
Achebe, C., Things Fall Apart PR9387.9 .A2 T4 1969
Orwell, G., Burmese Days, chap. I-V.
MINI-EXAM ON NOV. 19.

T Nov. 24 — The World since World War I 1900
McNeill, chapter 29
Markandaya, K., Nectar in a Sieve (PR6063 A68N3 1971), Chapters 1-9.
Arens, W., "The Great American Football Ritual," Natural History, Oct. 1975, 72-80. QH1 N2
Read ahead on next assignment.

T Dec. 1 — The Nature of 'Underdevelopment,' I
McNeill, 416-437
Stryker, R., "Development Strategies," in Martin and O'Meara, Africa. DT3 .A23 1977
Black, C.E., The Dynamics of Modernization, chapters 1 & 3 CB425 .B57
Deutsch, K.W. and W. Foltz, Nation-Building, Introduction chapter 3 JC131 .D48

R Dec. 3 — The Nature of 'Underdevelopment,' II
Breese, G., Urbanization in Newly Developing Countries, 1-23 39-46 HT151 .B83
Egwell, F.C., Early Man (Time-Life), 162-176
Jesus, C.M. de, Child of the Dark, passim. HN290 S33 J52

T Dec. 8 — Contemporary World Political, Economic, and Social Interrelationships, I-II
McNeill, 430-453 chapter 30
and
Hoffer, E., The True Believer, Part I HM231 .H6 1966
Riesman, The Lonely Crowd, 32-48
The Economist, H1 E22 Dec. 6, 1969, pp. 56-70, "The Cities that came too soon." May 7, 1977, Asia Survey: 'Two";
R Dec. 10 November 2-8, 1974, 19-25 "The Fat Years and the Lean"; May 22, 1976, 41-42. The Cities of Men."
Desowitz, R.S., "How the Wise Men brought Malaria to Africa," Natural History QH1 N2 (U) (October 1976). 26-44.
Lappé, F.M. & J. Collins, "When More Food means more Hunger," War on Hunger (Nov. 1976), 1-15. (on Reserve)
Reread Caiden and Wildavsky assignment (Sept. 3); also Garreau.

R Dec. 17 — FINAL EXAMINATION 9:45-11:45

Bukovsky, V. "The Soul of Man under Socialism," Commentary 67,1 (Jan. 1979), 34-42. BM1 C72
Galbraith, J.K., "The Second Imperial Requium," Harvard Magazine (Sept.-Oct. 1982), 29-33.
"The Seething Caribbean," National Geographic (Feb.1981), 244-271, passim.

Indiana University

B391/H425 World History

Mr. Brooks

Undergraduate Papers

Undergraduates are responsible for a five page paper describing a 'less-developed' country. Answer as many of the following features as you can; if information is not available explain why. Obtain the latest data possible.

When did the country become independent?
What form of government did it have at independence? Now?
Who/what ethnic groups control the government, armed force, religious and educational institutions?
What are the country's principal exports. Total amounts and %'s.
Who owns the principal resources: mines, plantations, etc.?
The principal economic ties are with which countries?
Does the country belong to a marketing arrangement for its primary product (s)?
What are the consequences of the 'Green Revolution.'
What are the consequences of the OPEC price increases?
Role in the North-South Dialogue?
Role in the Laws of the Sea conferences?
Foreign Aid: from which countries? How much?
Population and rate of population increase? % living in urban centers of over 100,000 population?

Selection of countries will be made following discussion of the project the second week of class.

Begin your research by reading encyclopedia articles on your country. Next consult the Topic Index files in the Graduate side of the Library. Look for recently published general studies; they or the volumes along side them on the shelf should provide all, or nearly all, the reference materials you need. Consult footnotes and bibliographies in the books you read to locate specialized books or articles. Facts on File and the World Almanac are useful for statistics and specific facts. Be sure to check The Economist index for recent years; in many cases there will be a special report on the country you are studying, in addition to informative news reports. USFI Reports (Universities Field Staff International) are excellent sources for many countries.

Submit two copies of your paper. The first copy will be returned to you.

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Indiana University

B391/U425 World History

Mr. Brooks

Graduate Student Papers

Graduate students have three options on papers, depending on their goals and interests.

(1) Graduate students intending to teach World History at the college or high school level are encouraged to prepare a lecture outline on a subject of special interest. The topic must incorporate a large geographical area and/or time period, such as the lectures for this course. Papers should be five pages maximum and include the following: an outline of the main points of the lecture on the first page; discussion of the main points on the following three pages citing the sources for your statements; and page five should list your bibliography, no more than five sources--the most valuable sources you found. The objective of the paper is to identify the most important statements you can make about the topic you have chosen: statements that organize, describe, and highlight the significance of your topic. Include no more than five xerox pages of the maps, charts, graphs, etc., you would use in a lecture presentation either as slides or transparencies. Include the sources and page numbers for the xerox pages you submit.

(2) Graduate students may prepare ten page term papers on major groupings of 'less-developed' countries in Africa, Asia, and Latin America, describing their inter-relationships, e.g., the ACP (African, Caribbean, and Pacific) countries associated with the European Economic Community or the Andean Pact countries in Latin America.

(3) Combine (1) and (2), following instructions for (1).

Consult with the instructor concerning your interests and preferences. Topics should be approved by the instructor by the eighth class meeting. Prepare a preliminary outline and 3 X 5 bibliography cards by the fourteenth class meeting. The paper is due at the twenty-second class meeting. Submit two copies; the original will be returned to you.

Ohio State University

C. Findley
Dulles 371
Extension: 2-7645
Office Hours: 2-3 Monday-Tuesday
and by appointment

J. Rothney
Dulles 214
Extensions: 2-65[illegible] or 2-2674
Office Hours: Wednesdays,
2-4:30 and by appointment

HISTORY 209: CRITICAL ISSUES OF THE 20TH CENTURY WORLD

SPRING QUARTER 1983, 1 p.m.

This course will look from a global perspective at major issues which have made or are making the world we live in today. Each week will be devoted to one issue or set of issues. The three weekly lectures will explore major themes or examples illustrative of the weekly theme. The course will not attempt an exhaustive coverage of twentieth-century world history, nor will it cover every example of every issue. It will examine issues of particular importance, attempting in every case to draw out their global significance.

In addition to the lectures, the weekly two-hour lab will enable us to explore a variety of alternative approaches to understanding the world around us. We shall explore the evidence provided by films, works of literature, the pictorial record created by artists and photographers, and games simulating real life problems. A vital part of the course, the labs will help us to understand and identify with our subject by heightening our consciousness of the kinds of evidence and experience from which people form their worldviews, as each of us must do.

The ultimate goal of the course is not only to convey factual knowledge about the twentieth-century world, but to provide an interpretive framework in which this knowledge can be set, and to help us all to become well-informed and responsible citizens of a world which is now at a critical point in its history.

ASSIGNED READINGS

The following have been ordered through SBX:

Nigel Calder, Nuclear Nightmares
Richard Critchfield, Shahhat: An Egyptian
Richard Goff, Walter Moss, Janice Terry, and Jiu-Hwa Upshur, The Twentieth Century: A Brief Global History
Arthur Koestler, Darkness at Noon
Naguib Mahfouz, Midaq Alley
Erich Maria Remarque, All Quiet on the Western Front

EXAMS AND GRADING

Exactly how the grades should be weighted in computation of the term averages is a matter that can be discussed and redefined, if there is general student interest in doing so. Barring such redefinition, expect the computation of grades to be as follows:

15% attendance and participation in labs
15% first mid-term
15% first paper
15% second mid-term
15% second paper
25% comprehensive final exam

Make-up examinations will be administered only in cases of compelling necessity and upon presentation of a valid written excuse. It is the responsibility of the student to take the make-up at the time determined by the instructors. Papers turned in late will be penalized one letter grade for each day late.

Exams may include both objective and essay-type elements. Exams will definitely cover material presented in labs. When we look at films or slides of play games, do not just be a spectator: actively participate in the process of drawing out what we can learn from these materials and experiences. Make notes about things that you will not see again so that you can keep your impressions alive in your memory.

MEETING ROOMS

Lectures on Mondays, Tuesdays, and Wednesdays will be held in Page Hall 102. Labs from 1:00 to 3:00 on Thursdays will be held in Mendenhall Lab 200. On some Thursdays, the class will be broken up into two smaller groups, one of which will meet in Mendenhall 200 and the other in the room listed in the Course Outline.

COURSE OUTLINE

I. THE EUROPEAN-DOMINATED WORLD SYSTEM AND THE CHALLENGE OF MODERNITY

READING: Goff et al., 4-91· begin Remarque, All Quiet on the Western Front

LECTURES:

28 Mar.	M	Introduction: Themes of the Course	Findley
29 Mar.	T	A Western Metropolis: Imperial Berlin, 1914	Rothney
30 Mar.	W	A Village in Egypt: Dinshawai, 1906	Findley

LAB:

31 Apr. R Metropolis and Village in Film: "Berlin, Symphony of a Great City" (1927) and "Song of Ceylon" (1934)

II. CRISIS OF THE EUROPEAN WORLD SYSTEM: WAR AND REVOLUTION, 1914-1918

READING: Goff et al., 92-110: complete Remarque, All Quiet on the Western Front

LECTURES:

4	Apr. M	The European Civil War and its Global Impact	Rothney
5	Apr. T	World War I and its Global Ramifications	Findley
6	Apr. W	The Collapse of Imperial Russia	Rothney

LAB:

7 Apr. R Men of the Trenches: Discussion of All Quiet
(Two groups, meeting in Mendenhall 200 and Derby 21A)

III. RESTRUCTURING THE SOCIAL AND POLITICAL ORDER: THE BOLSHEVIK CHALLENGE

READING: Goff et al., 112-203; begin Koestler, Darkness at Noon

LECTURES:

11 Apr. M	Lenin, Stalin, and the Attempt to Make the Future Work		Rothney
12 Apr. T	Young Revolutionaries of the World		Findley
13 Apr. W	The Great Depression: A Second Crisis of the European-Dominated World System		Findley

LAB:

14 Apr. R A Pictorial Study of Revolutionary Upheaval in Russia

IV. RESTRUCTURING THE SOCIAL AND POLITICAL ORDER: THE WELFARE STATE

READING: Goff et al., 204-18; finish Koestler, Darkness at Noon

LECTURES:

18 Apr. M	The Dilemma of Democratic Socialism	Rothney
19 Apr. T	The New Deal in Global Perspective	Rothney
20 Apr. W	FIRST MIDTERM	

LAB:

21 Apr. R Chaplin's "Modern Times"

V. FASCISM: RESTRUCTURING THE SOCIAL AND POLITICAL ORDER?

READING: Goff et al., 219-30; begin Mahfouz, Midaq Alley

LECTURES:

25 Apr M	Fascism in Europe	Rothney
26 Apr T	Nazi Society	Rothney
27 Apr W	Aggression East and West	Rothney

LAB:

28 Apr. R Mass Movement and Mass Murder: "Triumph of the Will" (1934-36) and "Night and Fog" (1955)

FIRST PAPER DUE 1:00 PM, THURSDAY, 28 April

VI. TWILIGHT OF THE EUROPEAN WORLD SYSTEM

READING: Goff et al., 231-313; complete Midaq Alley

LECTURES:

2 May M	The Reality of Global War		Rothney
3 May T	The Drive for Indian Independence		Findley
4 May W	The Middle East through 1948		Findley

LAB:

5 May R War Disturbs a Changing Society: Discussion of Midaq Alley (Two groups meeting in Mendenhall 200 and Derby 21A)

VII. INTERNATIONAL RELATIONS IN THE AGE OF THE NUCLEAR THREAT

READING: Goff et al., 314-57; begin Critchfield, Shabbat

LECTURES:

9 May	M	From European System to Balance of Terror	Findley
10 May	T	"Gulliver's Troubles" in an Era of Detente	Rothney
11 May	W	SECOND MIDTERM	

LAB:

12 May	R	Brinksmanship: Holocaust or Compromise (simulation) (Two groups, meeting in Mendenhall 200 and Derby 21A)	

VIII. ALTERNATIVE APPROACHES TO DEVELOPMENT

READING: Goff et al., 358-406; finish Critchfield, Shabbat

LECTURES:

16 May	M	Mao's China and Nehru's India	Findley
17 May	T	Shaykhs and Ayatollahs	Findley
18 May	W	Subsaharan Africa: Closing the Gap, or Modernizing Poverty?	Findley

LAB:

19 May	R	"Full Moon Lunch" (1976, film)	

SECOND PAPER DUE AT 1:00 PM, THURSDAY, 19 May

IX. INTERDEPENDENCE AMID SCARCITY: TOWARDS A REAL WORLD SYSTEM?

READING: Begin Nigel Calder, Nuclear Nightmares

LECTURES:

23 May	M	Too Many People?	Rothney
24 May	T	Food and Energy	Findley
25 May	W	Vietnam viewed from the 1980s	Rothney

LAB:

26 May	R	Balanced Diet, or Starvation? "Baldicer" (simulation) (Two groups, meeting in Mendenhall 200 and Derby 21A)	

X. AFFLUENT NORTH AND HUNGRY SOUTH

READING: Complete Calder, Nuclear Nightmares

LECTURES:

31 May	T	The Freeway Megalopolis, 1983	Rothney
1 June	W	The Urbanization of Poverty, 1983	Findley

LAB:

2 June	R	Student Volunteers' Debate: For and Against Nuclear Weapons	

7 June T FINAL EXAMINATION, 8-9:40 A.M.

University of California, Riverside

HISTORY 10AB
HISTORY 20

An innovative approach to man and his place in contemporary civilization.

Pablo Picasso, *Les Demoiselles d'Avignon*, 1907

History 10AB *Origins of the Modern World* Fall, Winter Quarters

History 20 *An Introduction to the Contemporary World* Spring Quarter

Recommended to all students (majors and non-majors) who are interested in a fresh, conceptual look at the world.

History 10AB treats thematically and chronologically the major forces that have shaped the modern world from ancient times through the nineteenth century. By a comparative analysis of universal themes in a variety of cultural settings, History 10AB seeks to overcome ethnocentrism and particularism in favor of a truly global perspective. Culture and the arts are dealt with in addition to the more usual subject matter in economy, society, and politics. Visual materials are used extensively through slide showings, multi-media presentations and films. History 10AB is team taught to ensure that students are exposed to a variety of points of view.

History 10A

Sample Themes:

Religion in the Near East, Greece, and Rome

Feudalism in Western Europe, Japan, and pre-Columbian America

Slavery in the Middle East and the Americas

Expansion and Discovery in Europe and China

Society and Culture in the Renaissance

Multimedia Presentations:

The Age of Discovery

Comparative Culture in the 16th & 17th Centuries

History 10B

Sample Themes:

Absolutism in Europe and Asia

Democratic Revolution in Europe and the Americas

Industrialization: Traditionalism versus Modernization in China, Japan, Africa and Europe

Nationalism in Global Perspective

Imperialism: The Colonizers and the Colonized

Multimedia Presentations:

The Age of the Democratic Revolution

Industrialization, Labor Movements, and Socialism

Course Objective:

History 20 is an imaginative attempt to treat the problems of contemporary civilization on a global scale. Instead of the customary, narrow focus on politics and government in Europe and the U.S., History 20 reaches out to include the significant contributions of Asia, Africa, and Latin America to the contemporary world. In a departure from a restricted emphasis on political trends and developments, History 20 integrates on a comparative basis the social, literary, and artistic features of the 20th century landscape. The undergraduate student's perception of his environment is expanded through exposure to carefully selected readings and the use of visual materials. At the same time the student receives a valuable introduction to the broad historical framework or setting that helps to explain the major political, social, and cultural revolutions of our time. History 20 is team taught by Professors Uldricks and Wall.

I. Multi-media Presentations

Colonialism

War & Revolution

New Directions in Art & Music

Images of Economic Collapse (the Depression)

II. Films

All Quiet on the Western Front

Grapes of Wrath

Night & Fog

Triumph of the Will

State of Siege

Hearts and Minds

III. A reader specially prepared by the UCR History Department.

University of California, Riverside

HISTORY 20

An innovative approach to man and his place in contemporary civilization.

Pablo Picasso, *Les Demoiselles d'Avignon*, 1907

History 20 *An Introduction to the Contemporary World* Spring Quarter

Recommended to all students (majors and non-majors) who are interested in a fresh, conceptual look at the world.

Course Objective:

History 20 is an imaginative attempt to treat the problems of contemporary civilization on a global scale. Instead of the customary, narrow focus on politics and government in Europe and the U.S., History 20 will branch out to include the significant contributions to Asia, Africa, and Latin America to the contemporary world. In response to the break away from a restricted emphasis on political trends and developments, History 20 will also integrate on a comparative basis the social, literary and artistic features of the 20th Century landscape. It is our intention to expand the undergraduate student's perception of his historical environment through exposure to carefully selected readings and the use of visual materials. At the same time we will try to provide the student with a valuable introduction to the broad historical framework or setting that helps to explain the major political, social, and cultural revolutions of our time.

History 20 is team taught by Professors Wall and Uldricks.

I. Multi-media Presentations

Imperialism & the Interaction of Cultures (April 6)

The 20th Century in the Arts (April 20)

Impressions of Poverty (May 2)

War & Revolution (May 16)

II. Films

All Quiet on the Western Front (April 10)

Grapes of Wrath (May 1)

Night & Fog, Triumph of the Will (May 15)

State of Siege (May 22)

Hearts and Minds (May 29)

The films and multimedias are considered an integral part of the course and students may be asked to write about them. However, those for whom attendance at the films would constitute a hardship, have the option of writing a critical review on an alternated program of reading, normally one or two novels, to be chosen in consultation with the instructors or teaching assistants.

III. Readings

Geoffrey Barraclough, *Introduction to the Contemporary World*
William McNeill, *The Contemporary World: 1914-Present.*
The History 20 Reader (a new reader specially prepared by the UCR History Department)
E. Tannenbaum, ed., *A History of World Civilization* [optional]

History 20 Spring Quarter 1979

SYLLABUS

Week I		The World in 1900	
	Apr. 2	Introductory	Barraclough, I
	4	The New Imperialism	Reader: Chamberlain, Kipling, Ferry, Lenin
	6	Multimedia: Imperialism and the Interaction of Cultures	
Week II		War as Revolution	
	Apr. 9	The Disintegration of Empires	McNeill, I
	11	Lenin vs. Wilson: The Struggle for a New World Order	Reader: Reed, Ten Days
	13	Bolshevism	Barraclough, III & VII
Week III		The Twentieth Century Mind	
	Apr.16	The World of Freud and Einstein	Reader: Einstein, Freud, Kandinsky
	18	Society and Consciousness	McNeill, pp. 30-41
	20	Multimedia: The 20th Century in the Arts	Barraclough, II & VIII
Week IV		The 1920's	
	Apr.23	The Mexican Revolution	Reader: Reed, Insurgent Mexico, Burnham, Allen, Kinsey, Kollontai
	25	The Post-War Crisis	McNeill, II
	27	The Sexual Revolution	Barraclough V
Week V		The World in Depression	
	Apr. 30	The Great Depression	Reader: Fischer
	May 2	Multimedia: Impressions of Poverty	
	4	Midterm Examination	
Week VI		Three Essays in Comparative Biography	
	May 7	Hitler, Mussoli, Tojo	Reader: Same
	9	Stalin, Mao, Tito	Barraclough IV
	11	Roosevelt, Churchill, de Gaulle	
Week VII		The World War Resumes	
	May 14	The Origins of War	McNeill, III, IV
	16	Multimedia: War and Revolution	
	18	Century of Total War	
Week VIII		War as Revolution, II	
	May 21	Decolonization	Reader: Fanon, Gandhi, Castro
	23	The Chinese Revolution	McNeill, pp. 140-149
	25	The Independence of India	Barraclough VI
Week IX		The Colonial Legacy	
	May 28	Holiday	
	30	The Vietnam War	Reader: Giap, Nasser
	June 1	The Middle East	
Week X		Toward the Future?	
	June 4	The Soviet Bloc	McNeill, V
	6	Europe and America	
	8	Debate: The Future as History	

FINAL EXAMINATION: Tuesday, June 12, 8-11 a.m.

University of California, Riverside

History 10A
Origins of the Modern World

Professors Parsons, Ravitch, Wall

Syllabus

Required books:

F. Roy Willis, World Civilizations, Vol. I — D.C. Heath
Arthur Waley, Three Ways of Thought in Ancient China -- Stanford U. Press
S. Nulle, ed., Classics of Western Thought. Vol. I: The Ancient World -- Harcourt, Brace, Jovanovich

Some xeroxed materials may be distributed for additional reading during the quarter. There will be a mid-term examination and a final examation, in preparation for which study questions will be distributed to guide your study. Each student will also write a short comparative thought essay (not a research paper) on a major theme in two or more cultures. Such themes include: Feudalism, Expansion and Discovery, Religious Experience, Absolutism, and Science & Technology. Topics will be chosen in consultation with Teaching Assistants. Essays are due on November 30, 1983. There will be opportunities for rewriting, when desirable.

	Lectures		Lecturer	Readings
Week I	Sept. 26:	Introduction	Ravitch	
	Sept. 28:	Judaeo-Christian Tradition	Ravitch	Willis 3-47
	Sept. 30:	Judaeo-Christian Tradition	Ravitch	Nulle, 352-399
Week II	Oct. 3:	Judaeo-Christian Tradition	Ravitch	
	Oct. 5:	Judaeo-Christian Tradition	Ravitch	
	Oct. 7:	Indian Tradition	Parsons	Willis, 51-68
Week III	Oct. 10:	Indian Tradition	Parsons	
	Oct. 12:	Chinese Tradition	Parsons	Willis 68-88; 243-278
	Oct. 14:	Chinese Tradition	Parsons	Waley, all
Week IV	Oct. 17:	Chinese Tradition	Parsons	
	Oct. 19:	Japanese Tradition	Parsons	Willis, 396-418
	Oct. 21:	Slide Presentation: The Orient		
Week V	Oct. 24:	Greek Civilization	Ravitch	Willis 91-146
	Oct. 26:	Greek Civilization	Ravitch	Nulle 26-106
	Oct. 28:	Greek Civilization	Ravitch	
Week VI	Oct. 31:	Roman Civilization	Ravitch	Willis 168-239; 281-352
	Nov. 2:	Roman Civilization	Ravitch	Nulle 242-268; 281-296
	Nov. 4:	Mid-term Examination: One hour		
Week VII	Nov. 7:	Islam	Ravitch	Willis 355-396; 418-435
	Nov. 9:	The Mongols	Parsons	
	Nov. 11:	Medieval Europe	Ravitch	Willis 441-552
Week VIII	Nov. 14:	Medieval Europe	Ravitch	
	Nov. 16:	Medieval Europe	Ravitch	
	Nov. 18:	Renaissance Humanism	Ravitch	Willis 555-647

	Lectures		Lecturer	Readings
Week IX	Nov. 21:	Renaissance Humanism	Ravitch	Erasmus (handout)
	Nov. 23:	The Reformation	Ravitch	Luther (handout) Willis 651-687
	Nov. 25:	Thanksgiving Holiday		
Week X	Nov. 28:	The Reformation	Ravitch	
	Nov. 30:	European Expansion	Wall	Willis 691-727
	Dec. 2:	Age of Discovery: Multi-Media Presentation		

Final Examination: Tuesday, December 6, 1983 11:30-2:30 p.m.

University of California, Riverside

History 10B
Origins of the Modern World

Professors Ravitch, Wall & Parsons
Winter Quarter, 1983

SYLLABUS

Readings:

F. Roy Willis, World Civilizations, Vol. II
Tsao Hsueh-Chin, Dream of the Red Chamber.
Voltaire, Candide and Selected Stories.
J. S. Mill, On Liberty.
Karl Marx, The Communist Manifesto.

Additional reading materials may be distributed or assigned during the quarter. Midterm and final examinations will be held on the appointed time and place and in accordance with local usages and customs. Students will also be asked to write a short essay on one of the "grand themes" of the course as exemplified in one or more cultures, i.e. Absolutism east and west, the Scientific Revolution in Europe and in China, the World Economy, the Age of Revolution, Industrialization, Imperialism, etc. Topics should be chosen in consultation with TA's or instructors and all papers are due by March 7.

Although TA's are normally the first recourse in time of question or difficulty, the instructors wish to welcome and encourage students to come to them directly during their office hours for insight, advice, answers to queries, or even to carry on normal conversation on matters of mutual concern to intelligent human beings.

Lecture Schedule:

Week I	Jan. 3	Introduction
	Jan. 5	Absolutism/Europe
	Jan. 7	Absolutism/Ming China
Week II	Jan. 10	Multimedia: Age of Absolutism
	Jan. 12	Scientific Revolution in West
	Jan. 14	Science & Technology in China
Week III	Jan. 17	Ch'ing China
	Jan. 19	Tokugawa Japan
	Jan. 21	European-World Economy/The Core
Week IV	Jan. 24	European-World Economy/The Periphery
	Jan. 26	Enlightenment I
	Jan. 28	Enlightenment II
Week V	Jan. 31	Age of Revolution/North America
	Feb. 2	Age of Revolution/Multimedia
	Feb. 4	Midterm Exam
Week VI	Feb. 7	Age of Revolution/France and Europe
	Feb. 9	Age of Revolution/South America
	Feb. 11	Age of Revolution/The Conservative Backlash

Week VII	Feb. 14	Multimedia/Romanticism
	Feb. 16	Liberalism
	Feb. 18	Industrial Revolution
Week VIII	Feb. 21	Holiday
	Feb. 23	Multimedia/Industrialization
	Feb. 25	Marx & Socialism
Week IX	Feb. 28	Nationalism
	Mar. 2	Imperialism and the Great Powers
	Mar. 4	The Colonized/I, The Middle East
Week X	Mar. 7	The Colonized/II, China
	Mar. 9	The Colonized/III, India
	Mar. 11	The Colonized/IV, Africa

Readings:

Week I	Willis, Chapter 19
Week II	Willis, Chapter 17, Tsao
Week III	Willis, Chapter 18
Week IV	Willis, Chapter 20, Voltaire
Week V	Willis, Chapter 21
Week VI	Willis, Chapter 22
Week VII	Mill
Week VIII	Willis, Chapter 23, 24, Marx
Week IX	Willis, Chapter 27
Week X	Willis, Chapter 25

San Diego State University

Syllabus — Fall 1981

Society and Culture in the Fourteenth Century: A Global Approach to a Medieval Age — R. Dunn

This course is an experiment in world history. Its aim is to take the continent of Eurasia as well as part of Africa as a single field of historical investigation and to study an "age," what we may call the Mongol Age, as it embraces this world region. The history of mankind is more than the sum of the histories of its nations or empires. In the Old World (Eastern Hemisphere) the most important events and developments in history have not taken place within the limits of particular countries or cultural areas. Their geographical and social range has almost always been greater than that, drawing peoples of different languages and cultures into a common historical experience. Moreover, the peoples of the Old World have been interacting with one another for some thousands of years on a larger scale and over greater distances than we commonly recognize.

This semester we will study a number of themes in the history of Afro-Eurasia during the period from about 1250 to 1350, an age characterized most conspicuously by the rise and decline of the Mongol world empire and its successor states. The focus of our study will be the Islamic dominated areas but will embrace the region of cities and relatively high population extending form Europe and Northern Africa on the west to China on the east. We will stress themes in social, cultural, and economic history--trade, commications, urban life, education, religion, art, and architecture--rather than political or military history. We will be especially concerned about one aspect of fourteenth century society: the life and values of an international cosmopolitan class. To what degree did a cosmopolitan social order exist in that century transcending the frontiers of particular countries or ethnic regions? How were cosmopolitan values and relationships given expression? How does fourteenth century cosmopolitanism compare with the world-mindedness of today?

Examinations: We will have one midterm examination (30%), a final exam (30%), and a map quiz (which you must pass with a score of 72 out of 100 or repeat). Exams will be essay-type. Plus and minus grades will be awarded.

Paper: Everyone will write a research paper or bibliographical essay of nine to twelve pages. I will provide a list of topics from which you may choose. You may also propose a topic not on the list. Please work closely with me in developing your paper. Papers will be due Novenber 25. They must be typed and squeaky clean.

Classes: I will lecture on most Mondays and Wednesdays, but interruptions for questions are welcome. On most Fridays we will discuss the readings assigned for that week. Assignments should be completed before the discussion hour each week.

Office: AH 3152, tel. 265-5187
Hours: MW 3:00-4:30, F 3:00- 4:00

Readings: The following books should be available in the bookstore:

Farmer, et al, Comparative History of Civilizations in Asia, vol. 1
Hamdun and King, Ibn Battuta in Black Africa
Latham, Marco Polo
McNeill, Plagues and People
Tuchman, A Distant Mirror

Some reading assignments will be placed on Limited Loan in the library. You must be prepared to go to the library to read these assignments, as they will in most cases be placed on two-hour loan.

Week 1

Aug. 31 A World-Historical approach to the past
Sept. 2 Defining the world region and the age
4 Discussion

Marshall G. S. Hodgson, "The Interrelations of Societies in History," from Comparative Studies in Society and History, 1962 (available from Kinko's in photocopy)

Week 2

Sept. 7 Holiday
9 Islam as a Social Order
10 Discussion

Farmer, Introduction (xvii-xxix) and 221-241

Week 3

Sept. 14 Dawn of the Mongol Age
16 The Mongol world empire and its successor states
18 Discussion

Farmer, 283-307, 358-382

Week 4

Sept. 21 The political shape of the Ecumene in the early fourteenth century
23 Political fragmentation of mid century and the end of the age.
25 Discussion

Farmer, 382-398

Week 5

Sept. 28 Society and Culture in the Islamic Heartland
30 Institutions of Islamic Cosmopolitanism
Oct. 2 Discussion of paper topics

Work on Papers

Week 6

Oct. 5 The Islamic Pilgrimage
7 The Life and Times of Ibn Battuta
9 Discussion

"Hadjdj," in Encyclopedia of Islam (reference room)
H.A.R. Gibb, The Travels of Ibn Battuta, vol. 1 (limited loan)

Week 7

Oct. 12 Patterns of World Trade and Communication
14 Discussion
16 Examination

Review for Examination

Week 8

Oct. 19 European Responses to the Mongol Age
21 Marco Polo assessed
23 Discussion

Latham, Marco Polo, 7-73
William McNeill, A World History, 256-269 (limited loan)

Week 9

Oct. 26 Cosmopolitan patterns in the Mediterranean world
28 Mediterranean world (continued)
30 Discussion

J.H. Parry, The Discovery of the Sea, pp. ??? (limited loan)

Week 10

Nov. 2 The Indian Ocean world
4 Indian Ocean (continued)
6 Discussion

Hamdun and King, Ibn Battuta in Black Africa, 12-21
Dunn, "The World of the Western Sea," ms. in progress (limited loan or hand-out)

Week 11

Nov. 9 The Saharan World
11 Saharan world (continued)
13 Discussion

Hamdun and King, Ibn Battuta in Black Africa, 22-62
P.D. Curtin and P. Bahannan, Africa and Africans, 223-248 (L.L. or handout)
Bovill, The Golden Trade of the Moors, pp. ??? (limited loan)

Week 12

Nov. 16 Europe in the Fourteenth Century: Origins of World Domination
18 China's Role in the Ecumene
20 Discussion

Barbara Tuchman, A Distant Mirror, 3-69
Farmer, 328-344, 382-389
Latham Marco Polo, 113-162

Week 13

Nov. 23 Portraits of Cosmopolitan Cities: Cairo
25 Portraits: Delhi
27 Holiday

Farmer, 307-320

Week 14

Nov. 30 Discussion: Portrait of Fez
Dec. 2 Review of Papers
Dec. 4 Review of Papers

Week 14 (continued)

Farmer, 307-320

Week 15

Dec.	7	Social Effects of the Plague
	9	The Meaning of Cosmopolitanism
	11	Discussion

Tuchman, A Distant Mirror, 70-125
McNeill, Plagues and People, pp.???

Tufts University

ITINERARY FOR A TOUR OF THE MEDIEVAL WORLD

History 7, COMPARATIVE HISTORY OF CIVILIZATIONS BEFORE 1500.

The Guides, in order of appearance:

Lynda Shaffer, History
Steven Hirsch, Classics
Kenneth Hall, History
Leila Fawaz, History
Madeline Fletcher, Romance Languages
Randall Packard, History
George Marcopoulos, History
Steven Marrone, History
Peter Winn, History
Dane Morrison, History
Howard Malchow, History (Spring semester)
Gerald Gill, History (Spring semester)

Teaching Assistant: June Grasso, History

Arrival and Departure Times: In the 8-7 Block; M. W. Th 2:30-3:20

Bon Voyage!

THE SCHEDULE

Sept. 7 I. DATE OF EMBARCATION. Introductions.

II. A. ROME AND THE ROMAN EMPIRE
Local Guide: Steven Hirsch
Origins of transcontinental and maritime trade, with emphasis on the Roman demand.

The Roman demand for African and Arabian incense, African and Indian ivory, Indian cottons, spices and gems and Chinese silk stimulated the development of hemispheric trade routes, including an Indian Ocean trade route that stretched from Africa to the South China Sea. The Chinese Han Empire, too, had an unquenchable thirst for foreign goods. Since Rome and China were at opposite ends of the Eastern Hemisphere and the Roman Empire extended onto the African continent, these two great empires and their wants tended to draw the entire hemisphere together. India, strategically situated between the two, at the center of the Indian Ocean, was in a position to facilitate this trade. Emphasis in this section is placed upon those urban classes in Rome who came to enjoy a life style that defined foreign products as necessities as well as luxuries, and the merchant-travelers who made this possible. (The first official record of merchants from the Roman Empire reaching China via a direct sea route is from 166 A.D.)

Required Reading:

Sept. 8 Chester Starr, The Emergence of Rome as Ruler of the Western World, 2nd edition (Ithaca, N.Y.: Cornell University Press 1953) (paperback) Read the entire book. TO BE PURCHASED.

Sept. 12 William Arrowsmith (trans.), Petronius: The Satyricon, (New York: New American Library, 1959) ON RESERVE (Students may wish to purchase this book. It's not expensive.) pp. 8-64

Sept. 14 G.W.B. Huntingford, The Periplus of the Erythraean Sea, (London: The Hakluyt Society, 1980) pp. 1-8, chapters 1, 19-31, 41-49, 54-66 (= pp. 19, 31-38, 43-48, 50-57). In conjuntion with reading, students should also consult map between pp. 76 and 77. ON RESERVE

Recommended Reading:

M.P. Charlesworth, Trade Routes and Commerce of the Roman Empire (Cambridge, Eng., 1924) pp. 58-73, 98-111. ON RESERVE

Sept. 15 B. Rome's Trading Partners: INDIA AND CHINA (AND ETHIOPIA)
Local Guides: Kenneth Hall and Lynda Shaffer

III. A. GUPTA INDIA, ca. 320 A.D. to 535 A.D.
Local Guide: Kenneth Hall
Capital at Pataliputra

Sept. 19
Sept. 21
Sept. 22

After the Roman and Chinese Empires declined in the 3rd century AD, the land route across the Eurasian continent became more treacherous than usual. The maritime route gained importance, and India was the important pivot between Africa, Western Asia, and the Mediterranean on the one side and Southeast Asia and China on the other. Goods orginating to the west were unloaded on India's western coast and trekked across India to be put onto ships going through Southeast Asia to China. India became the place for East Asians to buy western goods. In northern India the Guptas assumed a key role in the development of this commercial contact and prospered from it.

Traces of Gupta influence and Gupta presence can be found from Africa to Japan. Theirs was an impressive civilization with an advanced agriculture, great popular literature and art, and a booming sophisticated commercial sector. The Indians of the Gupta period are responsible for laying the foundations of modern mathematics: they conceived the zero, our "Arabic" numbers, and the decimal system that democratized mathematics. (Have you ever tried to do your multiplication tables with Roman numerals?) India was also seen by its contemporaries as the center of learning and the center of the Buddhist faith. Students came from all over Asia to study the Indian religious tradition. In part, we will examine India through through the eyes of one Chinese pilgrim-student, Fa Xian, who spent more than ten years on the Indian subcontinent.

Required Reading:
Romila Thapur. A History of India, Volume I. pp. 15-27, 109-193 ON RESERVE

Sept. 26
Sept. 28

B. JAVA (ca. 570-1293)
Local Guide: Kenneth Hall
Borobudor built ca. 772 A.D.

The treatment of Java will be devided into two parts: and initial phase in which Javanese elites localized elements of Indian civilization, for their own reasons, and a second phase of "cultural independence" and flourishing that began at the turn of the 11th century. During the first phase the focus will be on the realm of the early Mataram monarchs of central Java and the temple at Borobudor (ca. 722 AD). The second phase begins with King Airlangga (1019-1049) and the shift in power to Eastern Java. This section will end with a study of the Majapahit kings, after the 13th century, and the entrepreneurs of this realm who promoted the production of spices for the world market. This unit on Java lays a foundation for the importance of Spice Islands in the second semester. (The Khmer Realm that came to be centered at Angkor and the Malay maritime state of Srivijaya will be covered in the process of describing Java's world. Comparisons among the various urban centers of Southeast Asia will be made.)

Required Reading:
Kennth Hall, "Maritime Trade and State Development in Early Southeast Asia." Manuscript. ON RESERVE
Chapter I "Trade and Statecraft in Early Southeast Asia: An Historical Introduction" pp. 1-27, notes 28-38.
Chapter II "From the Middleeast to China: Maritime Trade in the Indian Ocean in Roman Times and Its Impact Upon Early State Development in South and Southeast Asia" pp. 39-74, notes 75-79.
Chapter IV "Trade and Statecraft in Early Srivijava" pp 138-171, notes 172-185
Chapter V "The Sailendra Era in Javanese History" pp. 186-234, notes 235-258
Chapter VIII "Transitions in the Southeast Asian Commercial and Political Realm: 1000-1300 A.D." pp. 372-378, 394-412, notes 413-431

IV. A. Song China, 960-1279 AD

Local Guide: Lynda Shaffer

Capital at Kaifeng 690-1127, at Hangzhou 1127-1279

Sept. 29
Oct. 3
Oct. 5

This unit focuses on the political, social, and commercial revolution of Song China: the end of aristocratic power, the triumph of the examination system, the peak of China's iron and steel industry, and the rise of a powerful commercial class. China's navy would remain the world's most powerful until the 15th century. We also examine the role that Confucianism and Buddhism played in this society.

Required Reading:

Jacques Gernet. Daily Life in China on the Eve of the Mongol Invasion. (Original French edition, 1959. Stanford paperback, 1970) Required reading: pp. 13-112, 219-249 TO BE PURCHASED

Teng, Ssu-yu (Deng Siyu). "Chinese Influence on the Western Examination system." Harvard Journal of Asiatic Studies, Vol. 7, (1942-43) pp. 267-312. Required reading pp. 301-312. ON RESERVE

Joseph Needham. "Science and China's Influence on the World." In Raymond Dawson ed., The Legacy of China. (Oxford University Press, First edition, 1964. Paperback, 1971) pp. 234-308. Required reading: 234-252, 256-258, 290-294, 299-308 ON RESERVE Pages on water-mill

Robert Hartwell. "A Revolution in the Chinese Iron and Coal Industries during the Northern Sung (Song), 960-1126 A.D." Journal of Asian Studies, Vol. XXI, Number 2, (1962), pp. 153-162. Required Reading, pp. 153-162. ON RESERVE

Lo, Jung-pang (Luo Rongbang). "The Emergence of China as a Sea Power during the Late Sung (Song) and Early Yuan Periods." Far Eastern Quarterly, Vol. 14, Number 4 (1955) pp. 489-503. Required Reading, pp. 489-503. ON RESERVE

Oct. 6
Oct. 11

B. Japan, 552-1467

Local Guide: Lynda Shaffer

Capital at Heijo (Nara) 710-784, at Heian (Kyoto) 794-1867

As in the case of Java, the focus on Japan has two parts. In the first section we emphasize that period when Japanese rulers borrowed from the continent. Buddhism brought clerks and literacy; Chinese statecraft brought centralization; Buddhist monestaries introduced new agricultural technologies; and urban centers developed for the first time. We then move on to the time of "cultural independence" when all the borrowings have become so Japanese that the Japanese themselves no longer think of them as foreign. The focus here is on the world's first great novel, Lady Murasaki's Tale of Genji, and the society that produced it. We leave Japan just as the northern part of the country is beginning to figure in Japanese politics, and this feudal north is swamping the urban, aristocratic south.

Required Reading:

Varley, Paul H. Japanese Culture: A Short History, Praeger, 1973. pp. 3-94. ON RESERVE. (BOOK IS OUT OF PRINT)

ISLAMIC WORLD

V. A. ABBASID IRAQ CA. 750-1278
Local Guide: Leila Fawaz

Oct. 12 Damascus, capital of Umayyad Caliphate 661-750

Oct. 13 Baghdad, capital of Abbasid Caliphate 750-1258 Golden Age, 900-1100

Oct. 17 In this unit we examine the rise of Islam and the role that it played in creating what we now perceive of as the Middle East. In particular we examine the capital of the Abbasid caliphate, Baghdad. It, too, became a center of the arts and sciences, as well as a center of international trade and industry.

Required readings:
S.N. Eisenstadt, The Political Systems of the Empires (N.Y.: pp. [illegible]v) ON RESERVE
"Baghdad," Encyclopedia of Islam new ed. (Reference Desk)
J.J. Saunders, A History of Medieval Islam (Routeledge & Kegan, 1978) TO BE PURCHASED $8.95.

B. ISLAMIC SPAIN 710-1492
Local Guide: Madeline Fletcher

Oct. 19 Capital at Cordova

Oct. 20 As in the case of Java and Japan, we separate our treatment of Spain into a period of intensive Islamization and its cultural impact, and a period of "cultural independence" when Islamisized Spaniards challenged the old centers of culture and power. Spain (and Morocco) are seen as a crucial meeting place of products and peoples from Europe, the Middle Eastand Africa. Its architectural achievements are emphasized as well as its literature.

Required Readings:
Duncan Townson, Muslim Spain. (New York: Cambridge U. Press, 1973) 48 pages. ON RESERVE
James T. Monroe. The Shu'ubiyya in Al-Andalus: the Risala of Ibn Garcia and Five Refutations. (U. of California Press, 1970.) Read pp. 1-62 ON RESERVE

Oct. 24 VI. ****DISCUSSION DAY****

Oct. 26 VII. ****MID-TERM EXAM****

VII. A. Ghana (ca. 750-1203), peak 9th-11th C
Local Guide: Randall Packard
Capital at Kumbi-Saleh (aka Wagadu) now in S.E. Mauritania

We examine the roots of empire on the West African savannah with reference to climate and geography, agriculture, trade and international commerce, and traditional kingship. The Soninke kings of Ghana reigned over a realm that extended from the Senegal River on the west to the Niger River on the East (more than 600 miles), and from the Sahara in the north to the Bambuk gold fields in the south (about 400 miles). Ghana's wealth was legendary, and came in part from the salt and gold trade, but it also had a more mundane foundation based on local trade between the various climatic zones. (Kola nuts, the ancestor of which we now imbibe in cola drinks, were already a popular product of the West African rain forest in the medieval period.)

Oct. 27 Required reading:
Nov. 2
Nov. 3 Robert July. A History of the African Peoples. (New York: Charles Scribner's Sons, Third Edition, 1980) pp. 3-31,122-145, 151-182, 57-79. TO BE PURCHASED.

VIII. B. Mali (ca. 1213-1473) peak in 14th C
Nov. 7 Local Guide: Randall Packard
Nov. 10 Cities: Boure-Niani, Jenne-Jeno and Timbuktu (in contemporary Mali) (now in Guinea, one km from Guinea-Mali border)

Mali's first capital Boure-Niani, on the Sankaran tributary to

After the demise of Ghana, the political center of gravity in West Africa shifted south and east to the western portion of the Niger River, from Jenne-Jeno a commercial center on the rice-growing Inland Delta; to the Saharan "port" city of the Niger Bend, Timbuktu. Sundiata, a Malinke prince of what had been the Mandingo state, had founded the empire of Mali by 1240. In another hundred years the kings of Mali would reign over a land as large as western Europe. During Mansa Musa's reign (1312-1337) Islam became well established at the court, and in 1324 he made an unforgettable pilgrimage to Mecca. (Among other things, he brought so much gold with him, that its price in Egypt fell.) We examine the role of Islam, domestic and international commerce, the cities of the empire, and the structure of politics, as well as the demise of Mali and the rise of Songhay whose forces captured Jenne-Jeno in 1473.

traditional religions and

Required reading:

July, pp. 79-86
Susan and Roderick McIntosh. "Finding West Africa's Oldest City," National Geographic, Vol. 162, No. 3 (September, 1982) pp. 396-418. ON RESERVE
D.T. Niane, ed., Sundiata: An Epic of Old Mali (Essex, England: Longman Drumbeat, Third Impression, 1982) (US Distributor, Humanities Press, Atlantic Highlands, N.J.) pp. vii-viii, 1-96. TO BE PURCHASED.

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IX. F.1. Byzantium ca. 330-1453
Local Guide: George Marcopoulos
Nov. 15 Capital at Constantinople
Nov. 17 Focus on Macedonian Period, 9th to 11th centuries
Nov. 18

Constantinople, the second Rome, was for many centuries the center of European commerce and industry. It was also under the aegis of the Byzantines that Christianity spread to many parts of Europe. In this section we will examine the history of Christianity, including the origins of its monastic movements. Byzantium's codification of Roman law, architectural masterpieces, its hospitals and medical school, and its silk industry all deserve some attention. We will spend time with Anna Comnena, a historian and one of the leading political and intellectual personages of her day. Byzantium's trading networks, which streched from northwestern Europe to India will be highlighted as well, with special attention going to Kiev and the Varangians.

Required Reading:

Steven Runciman, Byzantine Civilization (Meridian Books, 1965) Chapters I, "Foundations of Constantinople," pp. 9-24, II "Historical Outline," pp. 25-50, V "Religion and the Church," pp.87-108, VII "Commerce," pp. 130-142, and XII "Byzantium and the Neighboring World," pp. 222-240. ON RESERVE

F.2. Western Europe: The Papacy and Venice 381-1500.
Local Guide: Steve Marrone
Nov. 22
Nov. 24

In the first section we will examine the decline of Roman power, the Byzantine impact on Italy and its cultural, religious, political, and commercial ramifications. The second section will once again focus on "cultural independence", wherein we will examine the emergence of the papacy, its efforts to Christianize Western Europe, the crowning of Charlemagne, and ultimately, the break between the Roman Catholics and the Orthodox East, which just happened to come at the same time that Venice managed to slip out from under Byzantine commercial control. The third section will focus on Venice, its commercial network, its politics, its challenge to Byzantium, and the Renaissance.

Required Readings:

Robert S. Lopez. The Commercial Revolution of the Middle Ages, 950-1350. (Cambridge University Press, paperback 1976) Pages 1-70, 79-102, 106-119. TO BE PURCHASED.

Geoffrey Barraclough. The Medieval Papacy. (New York: Norton, 1979) Pages 27-52. (Chapters on "The Emancipation of the Papacy," "The Papacy and the Franks," and "The Western Peoples and Rome." ON RESERVE.

Recommended Reading:

William H. McNeill. Venice, The Hinge of Europe, 1081-1797. (University of Chicago Press, 1974) Pages 1-89 (Chapters 1 & 2). ON RESERVE.

WESTERN HEMISPHERE

X. A. Mexico ca. 400 1515 (Aztecs 1253-1515)
Local Guide: Peter Winn
Aztec capital at Technochtitlan

Nov. 28
Nov. 30
Dec. 1

Civilization, based on the cultivation of maize, beans, and squash, emerged in the Western Hemisphere, in Mexico and Peru, around 1000 BC. This unit will focus on the Aztecs, after a discussion of the legacy of earlier Mexican civilizations: the Olmec, Teotihuacan, Mayan, and Toltec. This legacy was exceedingly rich. The Olmecs had domesticated cotton, and the Mayans had a writing system, calenders, astronomy and mathematics. Mayan mathematics had an uncanny resemblance to that of the Gupta Indians: a place system and a zero. The legacy of the Toetihuacan was one of empire, of commerce and cities, of chinampa agriculture (floating beds in lakes), and of monuments such as the pyramids near Mexico City. We will analyze the transformation of the Aztec peoples from wandering mercenaries to rulers of an empire. Of special interest are the commercial networks which linked the central plateau both with the northern frontiers and with the tropical lowlands to the east, west, and south, and the development of imperial religion.

Required readings:

Jacques Soustelle. Daily Life of the Aztecs on the Eve of the Spanish Conquest. Stanford UP, pb., 1961. $4.95 pp. 120-162, pp. 163-203. TO BE PURCHASED

R.C. Padden. The Hummingbird and the Hawk. Harper & Row pb., 1970 $4.95 pp. 2-99. TO BE PURCHASED

X. B. Chaco Canyon: The Anasazi
Local Guide: Dane Morrison

Dec. 5
Dec. 7

The focus here will be on the peoples of the Chaco Canyon in what is now New Mexico, U.S.A. By 1000 AD they lived in urban centers, possessed a sophisticated, irrigated agriculture, and an artistic tradition (especially in pottery) all their own. We will be comparing the ideas of those people who see this phenomenal development as completely locally generated with the ideas of someone like Charles C. Dipesos, who believes that long-distance traders from what is now called the Valley of Mexico stimulated this development.

Required reading:

Edward Dozier. Pueblo Indians of North America, pp. 1-5, 31-43. ON RESERVE

Thomas Y. Canby. "The Anasazi: Riddles in the Ruins." National Geographic, Vol. 162, No. 5 (November, 1982), pp. 562-592. ON RESERVE

Dec. 8 DISCUSSION

Tufts University

WORLD HISTORY II

THE MAKING OF THE MODERN WORLD

HISTORY 08 SPRING 1983

I. AN INTRODUCTION

Jan. 24 Patterns of the Past and Questions of the Present Shaffer

II. THE ESTABLISHED CENTERS

A. An Islamic Center

Jan. 26 1. The Ottoman Empire Fawaz

Itzkowitz, xi-61

Saunders, 1-30, 49-55, 129-136

Jan. 27 2. The Safavids of Iran Fawaz

Saunders, 31-47

Roger M. Savory. "Land of the Lion and the Sun," in Bernard Lewis, Islam and the Arab World, 245-254 and photos (ON RESERVE)

Jan. 31 3. The Moguls of India Hall

Saunders, 69-82

S.A.A. Rizvi, "Muslim India," in Bernard Lewis, Islam and the Arab World, 301-310 and photos (ON RESERVE)

Feb. 02 B. Outside Islam: The Opposite Ends of a Continent Shaffer

1. Ming China and the Turks: Sea Voyages and Land Battles

Wm. Willets, "The Maritime Adventures of Grand Eunuch Ho," in Journal of Southeast Asian History, Vol. V, No. 2 (September 1964) pp. 25-42 (ON RESERVE)

Saunders, 57-67

2. Venice and the Turks

G. V. Scammel. The World Encompassed: "The Venetian Republic," 86-132 (ON RESERVE)

III. THE GLOBE ENCOMPASSED (ca. 1450-1620)

A. Meeting the Iberians

Feb. 03 — 1. Who were they and where were they coming from? — Winn

Parry 7-25

Feb. 07 — 2. New Depots in West Africa and the Fate of Songhai — P[illegible]ard

Saunders 89-94

Parry 25-32

Rodney 31-48, 53-61, 68-91, 109 (3rd para)-113

Feb. 09 — 3. Destination: Spice Islands — Hall

Parry 32-38

Saunders 83-87

John Villiers, "Trade and Society in the Banda Islands in the Sixteenth Century," in Modern Asian Studies, 15,4 (1981) pp. 723-750. (ON RESERVE)

Anthony Reid, "Trade and the Problem of Royal Power in Aceh: Three States: c. 1550-1700" (ON RESERVE)

Feb. 10 — 4. The Old Depots and the Iberians: East Africa to Japan — Hall

Parry 80-86

Rodney 61-68, 48-52,

Saunders 95-128

Itzkowitz 63-73

Feb. 14 — 5. Conquest and coercive labor in Spanish territories: America and the Philippines to 1620 — Winn

Parry 39-79

Feb. 16 — 6. Sugar, Slaves and Plantations under the Portuguese — Gill

Parry 114-116

Nash 156-161

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B. Global Dispersions

Feb. 23	1.	Crops, Animals, and Diseases Crosby xi-122	Packard
Feb. 24	2.	Bullion and Textile Flows Crosby 122-221	Winn

IV. MEETING THE NORTH ATLANTIC PEOPLES 1600-1820's: DUTCH, FRENCH, BRITISH

Readings:
Parry 87-114, 116-169
IWAO, Seiichi. "Japanese Foreign Trade in the 16th and 17th Centuries," ACTA ASIAT 30 (1972) 1-18. (on RESERVE)
Grant Kohn GOODMAN, The Dutch Impact on Japan, pp. 8-34. (on RESERVE)
Karen LEONARD, "The 'Great Firm' Theory of the Decline of the Mughal Empire," 151-167. (on RESERVE)
Itzkowitz, 74-109.
Francis JENNINGS, The Invasion of America, 3-42, 58-127. (on RESERVE)
Nash, 1-319.
Rodney, 92-109, 113-135

Feb. 28	A.	Where are they coming from?	Malchow
Mar. 02	B.	Old Depots and More New Customers	Shaffer
	C.	Areas of Major European-Related Changes	
Mar. 03	1.	Spices and Indonesia	Hall
Mar. 07	2.	Native Americans, South Africans, and Settlers	Morrison
Mar. 09	3.	New World Export Economies	Winn
Mar. 10	4.	Slavery and Africa	Packard
Mar. 14	5.	Africans Abroad	Gill
Mar. 16	D.	Crisis in the System: American Independence Movements	Morrison

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V. FACING THE DEMANDS OF THE INDUSTRIAL REVOLUTION 1750 - 1870

READINGS: Headrick 3-95, 127-149, 180-191
Immanuel Hsü, The Rise of Modern China, p.183 - 269 (On Reserve)

A. The British Beginnings

Mar. 17	1. Industrialization at Home	Malchow
!Mar. 21 EXAM!	MID-TERM EXAM ON UNITS I - IV	!Mar. 21 EXAM!
Mar. 23	2. Free Trade Triumphs	Malchow

B. Its Meaning Elsewhere

Mar. 24	1. India and Cotton	Hall
Apr. 4	2. The Indian Ocean Realm	Hall
Apr. 6	3. Ottomans and the Mediterranean	Fawaz
Apr. 7	4. The Atlantic Realm	
Apr.11	5. Native Americans and the Loss of a Continent	Morrison
Apr.13	6. Traditional Powers and Free Trade	Shaffer

VI. COMPETITION AND PARTITION "Melon-Slicing" 1870 - 1945

READINGS: Headrick, 96 - 126, 150 - 179
192 -210
Rodney 135 - 281

Apr. 14	A. New (US, JAPAN, GERMANY, RUSSIA, BELGIUM, ITALY) and Old Powers in the Age of Steel and Gold	Malchow

Apr. 20	B. Formal Colonization in Africa and Asia	Packard
Apr. 21	C. Informal "Spheres of Influence" in the "Independent"World, 1870-1930	Winn
Apr. 25	D. Comparative Responses to Partition: Formal and Informal	PANEL
Apr. 27	E. Life in the Colonial World	Packard

VII. INTERNATIONAL SYSTEMS AND DECOLONIZATION: 1914 to the PRESENT

READING: SMITH vii - 256

Apr. 28	A. World War I as Destabilizer	Shaffer
May 02	B. Depression and its Meaning	PANEL
May 04	C. World War II and Decolonization	PANEL
May 05	D. THE INTERNATIONAL ECONOMIC SYSTEM: NEO-COLONIALISM OR INTERDEPENDENCY?	PANEL

VIII. THE CHALLENGE OF THE SOUTH

May 09	Is there a moral to this story?	SHAFFER